EDUCATIONAL RESOURCES INFORMATION CENTER

November 1973 Volume 8 Number 11

ERIC

research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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Research in Education

ED 078 229 – 079 561

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371 **64** **AA 000 223**
Norberg, Kenneth D.
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.
Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.
The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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PS – Early Childhood Education	90–102
RC – Rural Education and Small Schools	102–108
SE – Science, Mathematics, and Environmental Education	108–128
SO – Social Studies/Social Science Education	128–136
SP – Teacher Education	137–146
TM – Tests, Measurement, and Evaluation	146–161
UD – Disadvantaged	161–166
VT – Vocational and Technical Education	166–180

AC

ED 078 229 AC 014 399

Apps, Jerold W.

Toward a Working Philosophy of Adult Education.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.; Syracuse Univ., N.Y. Publications Program in Continuing Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Occas-Pap-36

Pub Date May 73

Note—74p.

Available from—Publications in Continuing Education, Syracuse University, Syracuse, N.Y. 13210 ($3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Adult Learning, Course Content, *Educational Objectives, *Educational Philosophy, Guides, Learning Processes, Philosophy, Publications

This monograph is concerned with developing a personal working philosophy of adult education. Chapters cover: (1) the need for a working philosophy; (2) a working philosophy–general philosophy, content and process, beliefs, sources of beliefs, levels of beliefs, higher order beliefs, recognition, analysis, judgment, and evaluation, and a framework for a working philosophy; (3) general philosophies–idealism, realism, experimentalism, existentialism; (4) educational philosophies–essentialism, perennialism, progressivism, reconstructionism, and existentialism; (5) beliefs about the adult learner–relationship to society and to the natural world; (6) beliefs about content; (7) beliefs about the learning process; and (8) summary–beliefs about the above areas are related to three learning models, problem-solving, acquiring content, and self-actualization. An appendix provides an example of the way in which this material was used in a graduate seminar. (KM)

ED 078 230 AC 014 406

Report of the Congress: Effectiveness of Vocational Rehabilitation in Helping the Handicapped.

Comptroller General of the U.S., Washington, D.C.

Report No—B-164031-3

Pub Date 3 Apr 73

Note—58p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Employment, Financial Support, *Handicapped, *Program Evaluation, *Rehabilitation Programs, Standards, *State Programs, Technical Reports, *Vocational Rehabilitation

Identifiers—*Rehabilitation Services Administration

Programs in Michigan, North Carolina, and Oklahoma, under the Vocational Rehabilitation Act were reviewed by the General Accounting Office to determine the ability of the programs to meet the needs of all handicapped persons and their effectiveness in helping individual handicapped persons. Under the act, before vocational rehabilitation services can be provided by the joint Federal-state program, a person must meet the following criteria: (1) He must have a physical or mental disability; (2) This disability must impose a substantial handicap to employment; and (3) There must be a reasonable expectation that vocational rehabilitation services will render him fit to engage in a gainful occupation. It was found that: (1) The program has not been able to help all the handicapped who need aid; (2) Better budget estimates are needed in the future; and (3) Many rehabilitated persons did not become self-sufficient or competitive with nonhandicapped persons. Recommendations are given. (Author/CK)

ED 078 231 AC 014 407

Berger, David G., Ed. And Others

Effective Vocational Guidance of the Adult Deaf. The Oregon Vocational Research Project June 1, 1966-August 31, 1970. Final Report.

Oregon State Board of Control, Salem.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No—RD-2081-S

Pub Date Nov 72

Note—326p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Adults, Career Planning, Counselor Role, Data Collection, *Deaf Research, Employment Problems, Norms, Participant Characteristics, *Psychological Tests, Research Design, Statistical Data, *Test Results, Test Validity, *Vocational Counseling

Identifiers—*Oregon

The data and findings of a four-year study designed to organize a battery of psychological tests for assessing the vocational adjustment of adult deaf and to establish the validity of the individual tests, as well as provide some information regarding their most economic and productive potential use, are presented. The study population was all possible adult deaf in the State of Oregon. The criteria for selection were: between 24 and 54 years old, with a pure tone hearing loss of at least 50 decibels in their unaided superior ear, and employable for three years prior to being contacted for inclusion in the study. A total of 483 adult deaf participated in the study. The tests used were the General Aptitude Test Battery, Bender Visual Motor Gestalt Test, Hearing Loss, Weingarten Picture Inventory, Closure Flexibility (Gottschaldt) Test, Gates Reading Survey, Craig Lipreading Inventory, Oregon Manual Communication Test, Berger Block Test, and Holdt Speech Characteristics Test. Norms for employable deaf adults for the tests used are provided. A minimum test battery is supplied. Results of the study show that the adult deaf participate cooperatively in research programs, are less competitive than the hearing population, show wide individual differences, differences among the employable deaf in personal history and test behavior are related to differences in work adjustment, and vocational adjustment is facilitated by identifying practical occupational objectives. Fifty tables provide the study data, and 39 plots are given of profiles of subject and test score variables. The report concludes with 14 appendixes and 154 references. (DB)

ED 078 232 AC 014 408

Shroyer, Edgar H. Seifried, Julianne

Counseling and Community Services Center for the Deaf. A Comprehensive Counseling and Community Services Center for Deaf Adults. Final Report.

Pittsburgh Hearing and Speech Society, Inc., Pa.; Western Pennsylvania School for the Deaf, Pittsburgh.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No—SRS-RD-2264

Pub Date Jan 73

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, Adult Counseling, *Adult Education Programs, *Community Services, *Counseling Centers, Course Descriptions, *Deaf, Handicapped, Inservice Programs, Technical Reports, Vocational Rehabilitation

This project undertook to demonstrate the effectiveness of a counseling and community services center for deaf people in a metropolitan area. The experiment was based on the need to broaden the service base for deaf people, many of whom are not aware of or not able to make adequate use of regular community service facilities because of the problems of communication and rapport. The serious consequences of underservice on the well-being of deaf individuals have long been recognized. This project, therefore, is providing an important opportunity to demon-

strate techniques whereby community services available to the general population may be made more available to deaf persons. The specific objectives of this research and demonstration program are as follows: (1) to increase the use of community services by the deaf population through imparting information to deaf persons on the availability of appropriate community services, to provide support to deaf clients so that they are likely to use these services, and to provide consultation and interpreting services to these agencies in order to bring optimum benefits to deaf clients; (2) to develop new and more effective resources in the community to serve deaf people, such as rehabilitation facilities, mental health facilities, and others; (3) to provide direct counseling services to deaf clients where outside community services are not available; (4) to establish a program of adult education for deaf people designed to reduce the need for special services either within the counseling center or in outside agencies; and (5) to provide for the training of personnel working with deaf people. (Author/DB)

ED 078 233 AC 014 409

In-Service Training for Teachers of Adults.

National Association for Public Continuing and Adult Education, Washington, D.C.

Pub Date 61

Note—28p.

Available from—The National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Administrator Guides, *Adult Educators, *Inservice Teacher Education, *Professional Education, *Program Planning, Teacher Administrator Relationship

Material to aid the director of adult education in conducting three face-to-face meetings with his teachers is provided in this booklet. The booklet is divided into three chapters, each of which outlines a two-hour in-service training meeting. Each chapter is further divided into two parts. Part I of each chapter emphasizes the planning process that ideally should precede each meeting, and Part II outlines an in-service meeting that can be arranged any time during the school year and built around a two-hour or half-day period. Part II is as near being a "packaged program" as is possible while still meeting the specific needs of both teachers and administrators. The chapters of the book are: Meeting No. 1, "Orientation to Adult Education"; Meeting No. 2, "Obstacles to Adult Learning"; and Meeting No. 3, "Selecting Effective Teaching Methods." (DB)

ED 078 234 AC 014 410

Colvin, Ruth J.

LEADER: Literacy Education Assistance for the Development of Educational Resources. A Handbook for Organizers of Basic Reading Programs for Adults and Teenagers.

Literacy Volunteers, Inc., Syracuse, N.Y.

Pub Date 72

Note—57p.

Available from—Follett Publishing Company, Chicago, Illinois (no price quoted)

Document Not Available from EDRS.

Descriptors—Adult Basic Education, *Community Programs, Educational Resources, Guides, *Leaders Guides, Leadership Training, *Literacy Education, Occupational Information, Personnel Needs, Program Evaluation, Remedial Reading Programs, Teacher Education, *Vertical Organization, *Volunteer Training

Guidance for leaders of a volunteer group working to combat adult illiteracy in a given community is provided in practical detail. In Chapter 1, Problems of Illiteracy, the results of an interview poll with a sample population of Americans 16 years of age and older show that there are 21,000,000 adults in the United States whose skills are not even "survival" reading skills, and a million and a half of these adults are totally illiterate. Chapter 2, Volunteers and Volunteerism, discusses why volunteer tutors are needed, why many potential students need a one-to-one teacher-student situation, why people volunteer, why volunteers teach reading in a tutorial setting, and why an organization for volunteer tutors should be started. Chapter 3 described the organization process under the heading of The Nucleus Leadership Group. In Chapter 4, Presenting the Problem of Illiteracy, discussions center around statistics on local illiteracy, determining illiteracy in your locality, survey of community adult basic education, survey of community needs with existing agencies, human interest stories, suggesting a solution to a problem, and requesting sponsorship. Chapter 5, Organization of Literacy Program Leadership, presents charts of a simple and of a more complex literacy organization. Job descriptions for each of the positions shown on the charts are provided. An application form for trainees in a teacher training workshop and initial student report and annual student report forms are included, as is a supervisor's or teacher's report form and a diploma. Chapter 6, Evaluation of a Good Volunteer Literacy Program, provides an evaluation check list. (DB)

ED 078 235 AC 014 411

Colvin, Ruth J. Root, Jane H.

TUTOR: Techniques Used in the Teaching of Reading. A Handbook for Teaching Basic Reading to Adults and Teenagers.

Literacy Volunteers, Inc., Syracuse, N.Y.

Pub Date 72

Note—97p.

Available from—Follett Publishing Company, Chicago, Illinois (no price quoted)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Basic Reading, *Reading Instruction, Student Testing, *Teaching Guides, Teaching Techniques, *Tutorial Programs, *Volunteers, Word Lists, Word Recognition, Writing Skills

Intended for those who have had no technical training in the teaching of basic reading, this manual provided step-by-step instructions so that inexperienced tutors can apply professional approaches to teaching reading. The chapters of the book discuss the problem of functional illiteracy, the profile of a good literacy teacher, the profile of an adult student, preteaching needs (diagnosis of reading problems and writing instruction), word recognition skills (experience story, sight words, phonics, phonics-in-pattern, and applying all techniques to all materials), comprehension skills, goals and plans, student motivation and reinforcement, other teaching helps, English as a second language, and teacher competency evaluation. Appendixes provide common sight words, functional reading word list for adults, useful words for filling out forms, signs in capitals, phonics-in-pattern word lists, and endings added to base words. A bibliography of simple adult books is provided. (DB)

ED 078 236 AC 014 412

Colvin, Ruth J. Root, Jane H.

READ: Reading Evaluation Adult Diagnosis.

Literacy Volunteers, Inc., Syracuse, N.Y.

Pub Date 72

Note—56p.

Available from—Follett Publishing Company, Chicago, Illinois (no price quoted)

Document Not Available from EDRS.

Descriptors—*Adult Literacy, *Reading Tests, *Student Testing, Tests, *Word Lists, *Word Recognition

Identifiers—*READ Test

The READ (Reading Evaluation--Adult Diagnosis) test, developed to provide the information needed by teachers of reading for adults or for older students who need more mature materials, is provided. The test is divided into three parts. Part I tests the student's acquaintance with words in general. This part is composed of four lists derived from words that appear both on the Botel Reading Inventory Tests and on The Functional Reading Word List for Adults. From this test's results, the teacher can determine what words the student can read of those he is likely to encounter most frequently. Part II is a series of tests that provide an index of the student's word recognition skills. This part begins with tests of reading subskills such as knowledge of the letters of the alphabet and knowledge of the sounds that letters represent. The other tests indicate whether the student knows the most common pronunciation of groups of letters that occur frequently in English. From the results of Part II, the teacher knows whether the student has the information he needs to determine independently the pronunciation of a word. Part III provides the teacher with the general level of the student's functioning when he is using materials in context. It also provides an indication of the student's reading comprehension. Part III is composed of stories whose themes were suggested by the experience stories of adults in basic reading instruction. The READ test battery is to be administered individually. A test summary sheet for test results is provided. Also included in this book is a Group Screening Test, which can be used to determine which students need further testing and diagnosis. (DB)

ED 078 237 AC 014 413

Volunteers for People in Need. Report of "Knowledge Utilization Conference on the Use of Volunteers in Vocational Rehabilitation and Public Welfare Agencies" (Washington, D.C. June 4-6, 1972).

International Association of Rehabilitation Facilities, Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Nov 72

Note—170p.

Available from—International Association Rehabilitation Facilities, 5530 Wisconsin Avenue, Suite 955, Washington, D.C. 20015 ($2.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Conference Reports, *Human Services, Research Utilization, State Federal Aid, *Vocational Rehabilitation, *Volunteers, *Welfare Services

This publication contains the formal papers and the summaries of informal discussions from a "Knowledge Utilization Conference on the Use of Volunteers in Vocational Rehabilitation and Public Welfare Agencies." The conference took place June 4-6, 1972, in the Washington, D.C. area. It was sponsored by the International Association of Rehabilitation Facilities, and was supported by grant from the Social and Rehabilitation Service, Department of Health, Education, and Welfare. Speakers at the meeting were federal and state officials of rehabilitation and welfare programs and representatives of organizations in the private sector that rely extensively on the talents of volunteer workers to improve and expand services for disabled and needy people. Program highlights included: (1) descriptions of a number of programs that now use volunteers to help serve poor and handicapped people, (2) the federal view of present programs and future prospects in the use of volunteers, (3) discussions of the psychosocial, economic, and legal aspects of voluntarism, (4) a personal view by an experienced volunteer, and (5) a look at new directions that voluntarism is taking and is expected to take as the field expands, especially in rehabilitation programs, which are not well established in utilizing volunteers as are public welfare programs. (Author)

ED 078 238 AC 014 414

Chandler, Charles S.

Establishing An Operations Research Program. A Project to Demonstrate the Value of Establishing an Operations Research Program in a State Rehabilitation Agency. Final Report.

South Carolina Vocational Rehabilitation Dept., Columbia.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Mar 72

Note—41p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Nonprofessional Personnel, *Operations Research, Professional Personnel, Research Coordinating Units, *Research Utilization, *Staff Improvement, *State Agencies, Technical Reports, *Vocational Rehabilitation

Identifiers—*South Carolina

The purpose of this project was to demonstrate the value of establishing an operations research program within a state vocational rehabilitation agency. To reach the objectives of the project, a research director was employed in the South Carolina Vocational Rehabilitation Department (1) to stimulate and coordinate research activities throughout the state by (a) organizing a panel of research consultants, (b) conducting research conferences, (c) stimulating research by personal visits, and (d) providing consultation to other agencies; (2) to encourage the utilization of research findings by (a) conducting a systematic review of pertinent material and (b) communicating significant research and demonstration results to field personnel; and (3) to conduct research

and demonstration activities within the State Vocational Rehabilitation Program through (a) statistical and follow-up research and (b) operations research studies of rehabilitation programs. The program proved to be of value particularly in developing strategies for utilizing research findings in program and staff development. The value of such a program is influenced by the interest of the administrators and supervisors in improving their programs, the level position held by the Research Director, his prior positions and rehabilitation experience, his understanding of personal and organizational growth, his set of interests and values, and the relationships he develops with the training staff, state and local supervisors, service personnel, and consultants. (Author)

ED 078 239 AC 014 415

Wallston, Barbara S. And Others

Community Human Resources Development in the Rehabilitation of the Handicapped. Final Report.

Outlook Nashville, Inc., Tenn.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Sep 72

Note—182p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adolescents, *Attitude Tests, *Behavior Change, Community Programs, *Handicapped, Human Resources, Participant Characteristics, Program Evaluation, *Rehabilitation Programs, Supervisory Training, *Volunteers, Youth Programs

Identifiers—*Outlook Nashville Program

A project to demonstrate and evaluate some innovative programs utilizing volunteers in work with the handicapped and to provide data on the success of present programs is discussed. As part of the project, four pilot projects were undertaken to determine the feasibility and utility of certain approaches and to develop model training courses that could be taught to volunteers in general or to college student volunteers. The four pilot projects were: (1) a project to introduce handicapped persons into Junior Achievement companies as a means of developing and modifying attitudes on the part of program directors and co-workers; (2) training of volunteers in behavior management techniques to determine whether the behavioral problems arising from handicapped interactions, especially those having to do with excessive dependency and claims for support could be managed with modern behavior management methods; (3) the teaching of behavior management techniques to supervisors at Goodwill Industries to assist with worker "motivation" and "-cooperation" problems; and (4) the training of parents of underprivileged children in a day-care center in the management of child behavior. The results of these pilot projects showed that volunteers did not differ substantially from nonvolunteers in attitude or personality, as measured by test. It was also found that the attitude of volunteers toward the handicapped did not improve with experience. In the Junior Achievement groups, experience may make attitudes more negative or more realistic. Students can be successfully utilized as volunteers. Integrating the handicapped with volunteers in social-recreational settings has positive benefits. (DB)

ED 078 240 AC 014 416

Kazzal, Najeeb T. And Others

Roles, Titles and Opinions of Selected State Extension Sheep Specialists, A Partial Summary of a Nationwide Survey. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Apr 73

Note—35p.; Extension Study No. 43; S.C. 834

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agricultural Occupations, Data Collection, *Extension Agents, *National Surveys, *Occupational Information, Professional Personnel, *Rural Extension, Specialists, Statistical Data

Identifiers—*Sheep Specialists

This survey-type study had the following purposes: (1) to consider the sheep and Extension sheep situation and trends in the nation; (2) to gather information regarding titles and duties of sheep specialists; (3) to collect copies of available job descriptions; and (4) to identify some reasons why sheep numbers have continued to decline. Twenty-five state Extension sheep specialists were contacted by mail questionnaires. At least some information was returned by those in 23 states. Responses to all items were given by 16 state specialists. Other data were secured by means of library research, personal letters, and interviews. The numbers of sheep in the states studied and in the United States had decreased rapidly since 1900. However, the degree of the decrease was seen to have varied from state to state. Study findings showed that Extension Animal Science Specialist, Extension Livestock Specialist, and Extension Sheep (or Wool) Specialist were, in that order, the most frequently mentioned titles of specialists. Only three states (Kansas, Tennessee, and Wyoming) provided job descriptions. These descriptions are provided in an appendix to this report. The questionnaire data are provided in 13 tables. (Author/DB)

ED 078 241 AC 014 417

Narcotic Addiction Treatment and Rehabilitation Programs in New York City. Report to Subcommittee No. 4 Committee on the Judiciary House of Representatives.

Comptroller General of the U.S., Washington, D.C.

Report No—B-166217

Pub Date [72]

Note—67p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Counseling, *City Wide Programs, *Drug Addiction, Federal Aid, Financial Support, Human Services, Narcotics, Participant Characteristics, Program Descriptions, *Program Evaluation, *Rehabilitation Programs, *State Action, Vocational Rehabilitation, Youth Programs

Identifiers—*New York City

This is the last of five reports on programs for treatment and rehabilitation of narcotic addicts in Chicago, Los Angeles, San Francisco, New York City, and Washington, D. C. For each of these cities, the following information was sought: (1) how much money Government agencies were spending on narcotic treatment and rehabilitation, (2) goals of the different programs, (3) methods of treatment, (4) number of patients in treatment, (5) services available, (6) cost of the different treatment methods, (7) criteria used to select patients, (8) extent of assessments of program performance, and (9) what was learned from these assessments. This report concerns narcotic addiction treatment and rehabilitation in New York City. It is a compilation of data supplied by city and state officials and by officials of the various rehabilitation programs in New York City. Findings of the study showed that estimates of the number of addicts range from 115,000 to 300,000, that an estimated half billion dollars worth of property is stolen annually by addicts, and that about 1,400 deaths during 1972 were narcotics related. The city's approach to the problem is focused for the most part around its Addiction Services Agency, which is responsible for city-wide planning, management, evaluation, and innovation of treatment and rehabilitation projects. Information on 10 rehabilitation programs as to the program, its modality, and its goal, how a program participant is selected, number of people served by the program, whether there is a waiting list, program cost, who supplies the money, how program performance is measured, and what the latest results show comprise this report. (DB)

ED 078 242 AC 014 420

Kleis, Russell J.

Bibliography on Continuing Education.

Michigan State Univ., East Lansing. Office of Studies in Continuing Education.

Pub Date 72

Note—113p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adult Basic Education, *Adult Learning, *Bibliographies, Books, *Continuous Learning, *Graduate Study, Periodicals

Identifiers—*Michigan State University

This is the fifth in a series of updatings of this bibliography. Nearly three fourths of the titles have appeared since the original list was prepared seven years ago. The bibliography is organized in 12 sections. Eight of the sections consist principally of books, each of which relates to a course, seminar, or institute of the program of Graduate Studies in Continuing Education at Michigan State University. One section includes research and bibliographical listings; another lists series publications of special interest to students of continuing education; and the final section includes periodicals and special publications. The title of the 12 sections are: General Overview of Continuing Education; Adult Learning and Methods in Continuing Education; Social Foundations and Social Significance; Continuing Education in Colleges and Universities; Continuing Education in Local Communities; Adult Basic Education; Continuing Education for Special Groups; Comparative Studies in Continuing Education; Physical Environment for Learning; Bibliographies, Literature Reviews and Research in Continuing Education; Special Series Publications; and Periodicals. (DB)

ED 078 243 AC 014 421

Kleis, Russell J. Boggs, David L.

Lifelong Learning. Bibliography on College and University Related Programs of Formal and Nonformal Education for Adults.

Michigan State Univ., East Lansing. Office of Studies in Continuing Education.

Pub Date 72

Note—42p.; Excerpted and Revised from Bibliography on Continuing Education 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Adult Education Programs, *Bibliographies, College Programs, *Continuous Learning, Higher Education, Nonformal Education, University Extension

This bibliography on continuing education is taken primarily from a more extensive bibliography. Entries consist almost entirely of non-annotated listings of books, periodicals, series publications, and Federal laws. (KM)

ED 078 244 AC 014 422

Re-Entry into Community Opportunities, Vocations, Education and Recreation (RECOVER). Final Report.

Comprehensive Mental Health Center of Tacoma - Pierce County, Wash.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Nov 72

Note—121p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adjustment Problems, *Adult Counseling, Crisis Therapy, Emotional Adjustment, Group Therapy, *Mental Health Programs, Milieu Therapy, Program Descriptions, Rehabilitation Counseling, *Rehabilitation Programs, Social Adjustment, Vocational Counseling

RECOVER is a developmental aftercare team of professionals and paraprofessionals organized to serve the total person with versatility. Coordinated expertise of the team was focused on providing action-type opportunities for starting developmental processes in clients. Methods included counseling, groups, crisis intervention, cluster apartment living, social milieu, education, job-samples, recreation and meeting clients' needs through knowledge of community resources with active involvement and field work. The aim was to start positive snowballs. Then the aim was to keep them rolling. Comparisons between different groups and pre- and post-program functioning consistently showed improvement for graduates in terms of rehospitalization rates, employment, social functioning and self-concept. The majority also were judged by staff to have attained objectives and made gains. Most clients require years to consolidate gains and develop further; thus, a program must endure itself if growth is to continue. By becoming part of a mental health center and taking advantage of relevant titles of the Social Security Act and DVR case costs, the program can survive and continue starting new clients and backing-up Graduates. Personal relations, comprehensive aid, persistence and opportunities for learning by doing are seen as essential aspects of effective psychiatric rehabilitation. (Author)

ED 078 245 AC 014 423

Workshops in Employee Development for State and Local Training Officers. Instructor's Guides.

Civil Service Commission, Washington, D.C. Bureau of Training.; Department of Housing and Urban Development, Washington, D.C.

Pub Date Apr 73

Note—227p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Inservice Education, Instructional Materials, Management Development, *Personnel Management, Personnel Selection, Staff Improvement, *Teaching Guides, *Workshops
These instructors' handbooks were developed for a special basic and advanced workshop series held for State-local employee development officers. They are designed to provide a complete "package" of curricular materials and readings for participants in a three-day basic workshop, or in a four- or five-day variant of that workshop, or in a three-day advanced workshop. The guides provide day-by-day instructions, and copies of participant handouts are provided. A list of audiovisual materials, with costs and names and addresses from which they can be purchased, is also provided. (KM)

ED 078 246 AC 014 424
Cablevision for Continuing Education and Community Programs, Conference Presentations (Regina, November 28-29, 1972).
Saskatchewan Association for Lifelong Learning.
Pub Date 72
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, *Cable Television, Community Colleges, *Community Programs, *Conference Reports, Educational Television, Programing (Broadcast), University Extension
Identifiers—*Canada, Saskatchewan
The Conference on Cablevision for Continuing Education and Community Programs was held to present the present situation of the development of cablevision in Canada and to indicate some of the future possibilities for its use in continuing education and community programming in Saskatchewan. Following the keynote address, three panels presented speeches. In Panel I, "What Is Cablevision?," a brief explanation of cablevision was given. In Panel II, "Policy and Regulations Regarding Educational and Community Programs," three papers were given: "A Review of Provincial Policy as of November, 1972"; "The 'State of the Art' of Local Programming by Cable Operators in Canada, Summer, 1972"; and "Broadcasting: For Whose Benefit?" In Panel III, "Cablevision for Continuing Education and Community Programs in Saskatchewan," three papers were also presented: "Cablevision, Community College and Library Development--A Viewpoint"; "Cablevision for Learning and University Extension"; and "Cablevision for Moose Jaw--A Community Concern." (KM)

ED 078 247 AC 014 425
Police Training in Family Crisis Intervention. Final Report.
Louisville Univ., Ky. Dept. of Psychology.
Spons Agency—Louisville Div. of Police, Ky.
Pub Date 30 Sep 71
Note—193p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Aggression, *Family Problems, *Inservice Education, Interpersonal Problems, *Intervention, Participant Satisfaction, *Police, Program Effectiveness, Task Performance, Technical Reports
A program of family crisis intervention training for police officers was conducted, and the effectiveness of the officers' use of such techniques was evaluated. Twelve police officers were given five to six hours training, five days a week, for five weeks. Training consisted of lectures, films and readings, simulated family crisis interventions, video tape replay sessions, observed field interventions followed by feedback sessions, classroom and field contact with area service agency personnel, and group conferences. During the first three months of precinct work following training, officers returned periodically for case conferences. The data collected at the beginning of and during a five-month evaluation were: (1) a course evaluation; (2) a structured telephone interview with citizens, comparing trained and untrained officers; (3) an opinion questionnaire given trained officers four months into the project; and (4) demographic and descriptive information of interventions made by trained officers. Questionnaire data showed enthusiastic acceptance of the project by policy officers and appreciation of the techniques given them. Interview data showed that citizens were much more satisfied with the way trained officers dealt with them than they were with treatment from untrained officers. Demographic and descriptive data were used to develop background on the nature of family conflict and interpersonal aggression. (Author/KM)

ED 078 248 AC 014 426
Common Sense About Training.
Veterans Administration, Washington, D.C.
Report No—VA-Pam-5-18
Pub Date Nov 55
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Guides, *On the Job Training, Personnel Management, Supervision, Supervisory Training, *Training Techniques
This pamphlet provides brief training pointers for supervisors. It deals with such topics as the purposes of training, a few training techniques, the situations training will not remedy, and the training supervisors themselves need. (For related documents, see Ac 014 427-429.) (KM)

ED 078 249 AC 014 427
Common Sense About Supervising Young Workers. Pointers on Getting Them Off to a Good Start.
Veterans Administration, Washington, D.C.
Report No—VA-Pam-05-41
Pub Date Jun 66
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employer Employee Relationship, *Entry Workers, *Guides, *Personnel Management, Supervision, *Supervisory Methods
This pamphlet provides supervisors with brief pointers in dealing with and aiding young workers. (For related documents, see AC 014 426, 428-429.) (KM)

ED 078 250 AC 014 428
Common Sense About Supervising People. Key Points in Personnel Relations.
Veterans Administration, Washington, D.C.
Report No—VA-Pam-5-33
Pub Date Jan 61
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employer Employee Relationship, *Guides, *Human Relations, Personnel Management, Supervision, Supervisors
This pamphlet provides supervisors with a brief summary of pointers in personnel relations. (For related documents, see Ac 014 426-427, 429.) (KM)

ED 078 251 AC 014 429
Common Sense About Managing Your Management Job.
Veterans Administration, Washington, D.C.
Report No—VA-Pam-5-28
Pub Date Nov 59
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Guides, Management, Managerial Occupations, *Office Management, *Personnel Management, Supervisory Methods
This pamphlet provides those in managerial positions with 16 practical hints concerning effective management. (For related documents, see AC 014 426-428.) (KM)

ED 078 252 AC 014 430
Better Group Meetings: An Aid to Better Management. Supervisory Development Conference Series. Training Guide.
Veterans Administration, Washington, D.C.
Report No—VA-TG-5-18-1
Pub Date May 59
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conferences, Federal Programs, *Group Dynamics, Guides, *Leadership Training, *Management Education, Professional Personnel, *Supervisory Training
A guide to conducting group meetings is presented. It contains the following sections. I. Participating in Meetings: A. Purposes: (1) to discuss the uses and benefits of the meeting as a tool of group participation and get an appreciation of meetings as dynamic situations; (2) to define the word "meeting" and discuss the uses of meetings; and (3) to examine the responsibilities of meeting members; B. Content of Session: Introduction; What Is a Meeting?; Why Meetings?; Responsibilities of Meeting Members; and Closing; and C. Appendices: A. People in a meeting are not static, but DYNAMIC; and B. Responsibilities of Meeting Members. II. Leading Meetings: A. Purposes: (1) to discuss the role of the meeting leader; and (2) to examine the various steps in a meeting, tracing them through the determination of need, the preparation, the conducting of the meeting, and the follow-up; B. Content of Session: The Functions of the Meeting Leader; Meeting Steps; Planning the Meeting; Leading the Meeting; and Closing; and C. Appendices: Planning the Meeting; and Leading the Meeting. III. The Progress of Meetings: A. Purposes: (1) to discuss methods that are effective in influencing the progress of meetings--statements, visual aids, questions, and the group; and (2) to discuss the characteristics of VA staff meeting; B. Content of Session: Introduction; Statements; Visual Aids; Questions; The Group; Characteristics of VA Staff Meetings; and Closing; and C. Appendices: A. Self-Appraisal List for Meeting Leaders; B. Bibliography on Meetings; and C. Suggestions for Practice Meetings. (For related documents, see AC 014 431-434.) (CK)

ED 078 253 AC 014 431
Delegation of Authority: Making Full Use of Your Team. Supervisory Development Conference Series. Training Guide.
Veterans Administration, Washington, D.C.
Report No—VA-TG-5-18-2
Pub Date May 59
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conferences, Federal Programs, Guides, *Leadership Training, *Power Structure, *Problem Solving, Professional Personnel, *Supervisory Training, *Teamwork
A leader's guide for a conference on delegating authority is presented. The purposes of the conference are: (1) to emphasize the importance of delegation of authority in effective work management; (2) to discuss the theory, principles and procedures pertaining to delegation of authority; (3) to point out methods of control to decrease the likelihood of errors by those to whom authority is delegated; and (4) to discuss the more common practical problems in connection with delegation of authority. The guide contains the following sections: (1) Extent of Delegation of Authority, (2) Delegation of Authority Procedure, (3) How to Control Delegated Authority, (4) Practical Problems of Delegating Authority, and (5) Practical Exercise in Delegating Authority. (For related documents, see AC 014 430, 432-434.) (CK)

ED 078 254 AC 014 432
Effective Two-Way Communication: A Method of Achieving Team Potential. Supervisory Development Conference Series. Training Guide.
Veterans Administration, Washington, D.C.
Report No—VA-TG-5-18-3
Pub Date Jul 59
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Communication Skills, Federal Programs, *Group Dynamics, Guides, Professional Personnel, Role Perception, *Supervisory Training
A guide for achieving effective two-way communication is presented. Its scope includes the following: (1) a discussion of the importance of effective two-way communication, (2) an examination of the ways in which communication works and some of the reasons for its failure, (3) an examination of the role of the supervisor as a key figure in communication, and (4) a discussion of ways of improving supervisors' skill in communication. The two sessions in the guide are: I. The Why, What, and How of Communication, and II. The Supervisors Role in Communication. Five appendixes are included, as follows: A. Demonstration of Importance of Tone, B. Techniques of Communication, C. Demonstration on "Filtering" in the Communication Process, D. Perception Demonstration, and E. Communication. (For related documents, see AC 014 430, 431, 433, 434.) (CK)

ED 078 255 AC 014 433
The Role of the Supervisor in Effective Personnel Management: A Means of Improving Quality and Reducing Costs. Supervisory Development Conference Series. Training Guide.
Veterans Administration, Washington, D.C.
Report No—VA-TG-5-18-5
Pub Date Aug 61

Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, *Employment Practices, Federal Programs, Guides, *Personnel Management, Professional Personnel, Recruitment, *Role Perception, *Supervisory Training, Veterans
A guide for a conference on the role of the supervisor in effective personnel management is presented. The purposes of the conference are: (1) to examine the basic principles underlying the Federal personnel system and to see how the various parts fit together, (2) to discuss the personnel management responsibilities of supervisors, and (3) to discover the ways in which supervisors can use effective personnel management to improve service to the veteran by improving the quality and reducing the cost of operations. The two conference sessions are: I. Getting the Employee for the Job, and II. The Employee in the Work Situation. Appendixes provide: Elements of the Personnel Management Job; and Ten Commandments for Effective Personnel Management. (For related documents, see AC 014 430-432, 434.) (CK)

ED 078 256 AC 014 434
Guide. Supervisory Development Conference Series. Training Guide.
Veterans Administration, Washington, D.C.
Report No—VA-TG-5-18
Pub Date May 59
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conferences, Federal Programs, *Guides, *Management Education, Professional Personnel, *Supervisory Training, Training Objectives, *Training Techniques
A guide to the over-all Supervisory Development Conference Series is provided. The guide provides answers to the following questions: What is the need?; How was the Supervisory Development Conference Series developed?; What are the core units?; How do these core units fit in with management development training that field stations have already carried out?; How do these core units fit in with existing course material?; Why was the "discussion-conference" technique used?; What are some cautions to keep in mind when using the units?; What are the goals of the Supervisory Development Conference Series?; What will employees get out of the training?; Who should participate?; Who should lead the conferences?; How should the conferences be given?; How should the conference leader prepare himself?; What materials are needed?, What follow-up is necessary?. (For related documents, see AC 014 430-433.) (CK)

ED 078 257 AC 014 435
Leader's Guide for Essentials of Supervision. A Basic Management Course for Effective Supervision.
Veterans Administration, Washington, D.C.
Report No—VA-TG-5-11
Pub Date Nov 54
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, Guides, *Leadership Training, *Management Education, Professional Personnel, *Supervisory Training
A Basic Management Course for Effective Supervision is presented. It contains the following sessions: (1) What is a Supervisor? (2) Principles and Functions of Management, (3) The Supervisor at Work, and (4) Leadership on the Job. (CK)

ED 078 258 AC 014 436
The In-Basket Exercise.
Veterans Administration, Washington, D.C.
Report No—VA-TG-5-19
Pub Date Jul 61
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Guides, *Management Education, Professional Personnel, *Simulation, *Supervisory Training, *Training Techniques
Identifiers—*In Basket Exercise
A discussion of supervisory training which simulates experience is presented. Topics included are: (1) advantages of simulation, (2) use of simulation, and (3) other tips. (CK)

ED 078 259 AC 014 437
You Meet the Public.
Veterans Administration, Washington, D.C.
Report No—VA-TG-5-13
Pub Date Aug 56
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Course Content, *Employees, Professional Personnel, *Public Relations, *Supervisory Training, *Teaching Guides, *Training Techniques
A training course for employees who must meet the public is presented. It includes the following sessions: (1) You Meet the Public Face-to-Face, (2) You meet the Public by Telephone, and (3) You Meet the Public by Letter. (CK)

ED 078 260 AC 014 438
Mulford, Charles L. And Others
Impact of Career Development Program Upon Local Coordinators. Final Report.
Iowa State Univ. of Science and Technology, Ames. Dept. of Sociology and Anthropology.
Spons Agency—Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.
Report No—Sociology-100B
Pub Date Dec 72
Note—127p.
Available from—National Technical Information Service, Springfield. Va. 22151 (AD-758 013, MF $1.45, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Civil Defense, Community Coordination, *Community Coordinators, *Job Training, On the Job Training, *Program Effectiveness, Program Evaluation, Self Evaluation, Task Performance, Technical Reports
The general objective of this study was to investigate the effectiveness of the OCD Career Development Program. The specific objectives were to determine the program's impact on the local civil defense coordinator's knowledge of and ability to build and operate a viable local civil defense organization and to link the official (vertical) civil defense systems to the local community (horizontal) social systems. A portion of the data required to meaningfully evaluate a training program such as the Career Development Program was collected by a mail questionnaire which determined the perceptions of 128 local civil defense graduates of Career Development regarding changes in their knowledge, behavior, attitudes and degree of participation in civil defense-related activities resulting from their attendance at the program. The four impact areas--knowledge, behavior, attitudes and degree of participation--were utilized as the major criteria in assessing the degree to which Staff College is achieving the objectives established for the Career Development Program. (Author)

ED 078 261 AC 014 441
Training Management System (TRAMS) Concept Study.
Informatics, Inc., Rockville, Md.
Spons Agency—Bureau of Naval Personnel, Washington, D. C.
Pub Date 14 Feb 73
Note—58p.
Available from—National Technical Information Service, Springfield, VA 22151 (AD-758 410, MF $1.45, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Educational Objectives, *Management Systems, *Military Training, On the Job Training, Technical Reports
The objective of the Marine Corps Training Management System (TRAMS) is to assist Headquarters Marine Corps staff agencies in the planning and management functions related to the Marine Corps 'training line'. (Author)

ED 078 262 AC 014 446
Smith, G. A., Ed. Jolson, A., Ed.
The Role of the Church in Rural Development. Report on the Proceedings and Recommendations of the Working Conference (Salisbury, Rhodesia, August 27-30, 1972).
Agricultural Missions, Inc., New York, N.Y.
Pub Date 72
Note—115p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Church Role, *Conference Reports, *Rural Development, *Rural Extension, *Training Techniques
Identifiers—*Rhodesia
The proceedings of a national conference to examine the present situation and needs in rural areas of Rhodesia and to formulate a strategy of joint Christian participation in development are provided. The conference program centered around three main themes: Training Schemes, Extension and Development in Rural Areas, and Ecumenical Action in Rural Development. The proceedings are organized as follows: (1) introductory presentations of major themes, (2) group discussions of topics arising from major themes, (3) group reports on topics to plenary session, and (4) group reports and conference recommendations. Appendixes provide the conference program, list of participants, Guidelines for Rural Development, Regional Consultations, Resume of Background Papers, A Note on the Mission Farms Consultation, Daily Devotions, and Toward a Theory of Development. (DB)

ED 078 263 AC 014 447
Minimum Standards for Awarding Diplomas Earned Through Adult High School Programs and Certificates of General Educational Development in Utah.
Utah State Board of Education, Salt Lake City. Div. of Adult Education and Training.
Pub Date Mar 72
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Guides, *Adult Education Programs, *Equivalency Tests, *Graduation Requirements, Performance Specifications, *State Standards, Student Certification
Standards and requirements in the State of Utah for operating adult high school and GED programs and awarding diplomas in such programs are presented. For adult high school programs, specifications concerning procedures, sources of credit, and diploma requirements for various types of programs are enumerated and described. For GED certificates, policies deal with minimum test scores, minimum age, residency, previous high school enrollment, method of applying, and fees. Information is also given on the location of official GED centers in Utah, adult high school credits based on GED test results, and Spanish language GED tests. Provided in appendices are: procedures for implementing standards, an application for a GED certification, a proof of Utah residency form, and a GED certificate. (KM)

ED 078 264 AC 014 448
School Volunteer Program. Progress Report September 15, 1971-June 15, 1972.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adults, *Community Programs, *Paraprofessional School Personnel, Program Descriptions, *School Aides, *Teacher Aides, *Volunteers
Identifiers—*Miami Public Schools
The School Volunteer Program has made a significant contribution toward enriching and expanding the instructional opportunities available to the Miami public schools' students. During the period from September 15, 1971 to June 15, 1972, 1,237 volunteers contributed 48,358 hours to the students in 35 schools in three districts. The goals of the School Volunteer Program are: (1) to lower the pupil-adult ratio in order to provide more supervision during the day and more individual help to pupils, (2) to assist the teacher in the use of multimedia materials and equipment by having a pool of skilled personnel available, (3) to enrich the existing instructional program by developing a cadre of community resource personnel, (4) to improve communication among members of a multi-ethnic community by having bilingual individuals or groups available to the schools; (5) to help students in vocational programs gain knowledge of the kinds of jobs that are available in South Florida, (6) to increase the accuracy of school records and files by having available additional clerical personnel, (7) to improve the students' health by increasing the variety and extent of health services, and (8) to increase the number and effectiveness of volunteers through a public information and training program. The School Volunteer has worked basically in three areas: recruitment, training, and evaluation. Activities accomplished in these areas are discussed. A form to be used in evaluating a volunteer is provided. Background data of regular school volunteers, total volunteer hours by schools, and volunteer services offered are tabulated. (DB)

ED 078 265 AC 014 449
LeVine, Evelyn Schmitz, Paul
Volunteers in Education. Interim Evaluation Report July 1, 1971-June 30, 1972.

Kansas City School District, Mo.
Pub Date 25 Aug 72
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adults, Community Programs, *Paraprofessional School Personnel, Program Descriptions, *Program Evaluation, *Teacher Aides, *Tutorial Programs, *Volunteers
Identifiers—*Kansas City

The Volunteers in Education Project is designed to utilize community volunteers to provide, without charge, various services to the school staff. Other goals are to reinforce the instruction of the teaching staff with volunteers trained for particular service, to offer individual help to students, to make available the talents and resources of the community in order to supplement and enrich the educational program, and to broaden community understanding of school needs and problems. For this interim evaluation, 136 volunteers, 12 principals, and 3 directors were surveyed by use of interviews and questionnaires. The survey was designed to assess the respondents' perceptions of the project in meeting program objectives, as well as assess possible areas where activities and resources could be used more effectively to improve volunteer performance. The seven project objectives are: (1) by use of volunteer tutors, to increase the reading achievement of poor readers by at least six months; (2) by use of volunteer tutors, to increase the understanding of basic concepts and mathematical proficiency, by at least four months, of students with poor mathematical aptitude; (3) teachers in classrooms where volunteers are assigned will increase the amount of time devoted to instructional activities by 20%; (4) use of the libraries and access to a library will increase; (5) teachers in special education classrooms will increase the amount of time devoted to instructional activities and individualized instruction as a result of volunteer help; (6) the number of volunteers will increase by 50% during the first project year; and (7) community resource volunteers will volunteer their services. Activities to achieve these objectives are discussed. (DB)

ED 078 266 AC 014 450
Sixth Annual Report of the National Advisory Council on Extension and Continuing Education, Pursuant to Public Law 89-329. Ninety-Second Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; National Advisory Council on Extension and Continuing Education, Washington, D.C.
Report No—House-Doc-92-335
Pub Date 3 Aug 72
Note—119p.; Message from The President of the United States Transmitting the 6th Annual Report
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, Annual Reports, Community Service Programs, Data Analysis, *Educational Legislation, *Extension Education, *Federal Programs, Government Role, Program Administration, *Program Evaluation, Rural Extension, University Extension, Urban Extension
Identifiers—*Higher Education Act Title I

The sixth annual report of the National Advisory Council on Extension and Continuing Education presents recommendations based on a review of 142 Federal programs, in addition to Title I programs, which in whole or in part fund extension, continuing education and community services activities. The report consists of a summary of current and proposed Council activities; a list of recommendations concerning new programs, funding, a proposed Division of Continuing Education, development of evaluation standards and procedures, and a proposed Higher Continuing Education Act; and a summary of Title I activities and future prospects. Three studies are reported in appendices: (1) A Question of Stewardship: A Study of the Federal Role in Higher Continuing Education--focusing on coordinating extension efforts, the legislative base, program administration, urban extension, student financial assistance, independent study, and data analysis and program clusters; (2) Examination of Specific Programs and Areas of Program Concentration--cooperative extension, National Sea Grant Program, teacher training, regional medical programs, the GI Bill, legal services, law enforcement assistance administration, government-conducted continuing education programs, Title I; and (3) A Report on the Community Service and Continuing Education Program (Title I, Higher Education Act of 1965). (KM)

ED 078 267 AC 014 451
Careers for Women in the Seventies.
Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.
Pub Date 73
Note—16p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.25 GPO Bookstore, $0.35 domestic postpaid)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Opportunities, Careers, Employment Opportunities, *Employment Projections, *Equal Opportunities (Jobs), Guides, Manpower Needs, *Occupational Information, Sex Discrimination, Statistical Data, *Working Women

This guide to career opportunities is directed to women. It presents descriptions, the current status, and the projected demand for workers in various occupations in the following areas: professional and technical workers, managers and administrators, skilled trades, clerical workers, sales workers and service workers. Figures provided for occupations in these areas give the total employment as of 1970, the percentage of the total that are women, and the average annual openings to 1980. A concluding section states that careers for women should not be any different from careers for men and that women's ability to capitalize on the growth occupation demands will depend on several factors: (1) women need better career planning and counseling; (2) some women must change their career aspirations from the usual "women's" occupations to nontraditional, and usually better-paid, occupations; (3) women must fully utilize the sources of legal protection and assistance against discrimination that are available to them; and (4) employer attitudes regarding women's roles and desire to work must be changed. References are provided. (KM)

ED 078 268 AC 014 452
THE BLADE Program Basic Literacy for Adult Development. Instructor's Manual. Revised.
Training Research and Development Station, Prince Albert (Saskatchewan).
Pub Date 73
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, *Adult Literacy, Communication Skills, Curriculum Design, *Individualized Instruction, Instructional Materials, Mathematics Instruction, *Program Descriptions, Reading Instruction, *Teaching Guides
Identifiers—*BLADE Program, Canada

The nature and rationale of the BLADE (Basic Literacy for Adult Development) Program are explained in this instructor's manual, which also provides an analysis and index of the content. The BLADE Program raises adults to a measured Grade 5.0 level in reading, other communication skills, and mathematics. The program is completely individualized: it tells the student what he is to learn, provides the materials and dynamics for learning it, tells him how to use the instructional sequence, tells him how well he should learn the content, and gives him the means to determine if he has met these criteria before he is tested on his progress. The program is constructed to meet expressed behavioral objectives, and is sequenced on the spiral curriculum plan. The instructional materials are original and designed specifically for the BLADE Program. They are adult in context. The 115 instructional books vary in size. The media include audiotapes, texts, study sheets, study cards, exercises, and some manipulative items. The two most unique features of the program are the tape-text combination and the cueing system. This manual discusses the units of Communication, Levels 1-4; non-Blade materials concerned with communication; Mathematics, Levels 1-4; non-Blade optional materials on mathematics; Facts for Effectual Living; Learning How to Learn; Timed Practice Sessions; Skill and Knowledge Required for Enrollment; Tests to Establish Suitability for Enrollment; The Entrance Levels; Tests for Placement in the BLADE Program; Special Skill and Activities Required of the Instructor; The Classroom Kits of BLADE Material; Equipment Needed; Time Required to Complete the Program; and Implementing the Program in the BLADE classroom. Fourteen appendixes are included. (DB)

ED 078 269 AC 014 453
Divita, Charles, Jr., Ed. And Others
An Evaluation of the Rural Community Assistance Consortium (June 1971 through September 1972).
Action Research Corp., Tallahassee, Fla.; National Association of State Universities and Land Grant Colleges, Atlanta, Ga. Office for Advancement of Public Negro Colleges.
Pub Date 14 Feb 73
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Resources, *Community Service Programs, *Consortia, Human Resources, Interinstitutional Cooperation, *Negro Colleges, Program Descriptions, *Program Evaluation, *Rural Development, Rural Extension

The Rural Community Assistance Consortium (RCAC) was established to increase member schools' ability to attract and maintain funded programs and qualified resource personnel to upgrade human and community resources in rural areas. The RCAC consists of 15 predominantly black land-grant colleges and Tuskegee Institute in 15 southern and border States. Methodology includes: (1) periodic conferences, consultation, and on-site visits; (2) training programs and technical assistance in submitting funding proposals; (3) developing and organizing programs for the rural poor; and (4) collecting, analyzing and disseminating information to consortium members. Social survey and case study techniques were used to acquire needed information pertaining to problems, needs and program efficacy. The actual evaluation was performed by consultants who visited the consortium schools to interview officials and analyze the institution's rural community development efforts. The evaluation and recommendations deal with organization and staffing, community services, institutional impact and community impact. A summary of the attitudinal data of RCAC is provided in an appendix. (KM)

ED 078 270 AC 014 454
Boyd, Robert And Others
Adult Education Research Conference Papers (14th, Montreal, Quebec, April 5-6, 1973).
Saskatchewan Univ., Saskatoon.
Note—664p.
EDRS Price MF-$0.65 HC-$23.03
Descriptors—*Adult Education, *Communication (Thought Transfer), Concept Formation, Correctional Education, Educational History, Educational Research, Group Dynamics, *Learning Theories, *Low Income Groups, Models, Nutrition Instruction, Organization, Personality Studies, Problem Solving, Professional Associations, Program Development, *Student Motivation, Teacher Role, Testing

The following papers were presented at the Adult Education Research Conference in Saskatchewan: (1) Three Channel Theory of Communication in Small Groups; (2) Communicating with Low Income People: CSCS Research; (3) Focus on the Future: Futurology for Correctional Education; (4) Using Experimental Design in Educational Research in a Volunteer, Informal Adult Education Program; (5) A Study of Central Personality and Skill Characteristics of the Expanded Food and Nutrition Educational Program Aides and Homemakers; (6) Testing Knowledge about Adult Education; (7) Implications of Learning Models for Adult Instruction: A Comparative Analysis; (8) A New Dimension in Program Development Theory; (9) Motivational Factors of Adult Learners in a Directed Self-Study Bachelor's Degree Program; (10) A Methodology for the Development of an Ideal Hierarchical Position-Centric Role Model; (11) An Analysis of the Need and Form for Comprehensive Adult Education Associations; (12) Cognitive Structure and Concept Formation; (13) An Evaluation of the Expanded Food and Nutrition Education Program in Missouri; (14) The Relationship between Group Process Training and Group Problem Solving; (15) Measuring Role Acquisition by Teacher Aides in Head Start Centers; (16) Institutional Change and The Ghost of the Past; (17) Analysis of University Service in Adult Education; (18)

Role Theory used in West Pakistan; (19) Supervisory Effectiveness; (20) Theory and Research; (21) Heuristic Models of Organization Development. (CK)

ED 078 271 AC 014 459
Adult Education Act of 1966, as Amended, Program Information.
Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Note—38p.; OMB Paper No. 1
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, *Educational Legislation, *Educational Objectives, *Evaluation Techniques, *Participant Characteristics, Program Descriptions, Program Evaluation, Special Programs, Teacher Education
Information on the Adult Education Act of 1966, as amended, given in this document includes the following: (1) program objectives, (2) program strategy, (3) evaluation techniques, (4) program universe, (5) student characteristics, (6) target population, (7) program impact, and (8) training needs. (CK)

ED 078 272 AC 014 460
Mayne, Marion S.
A Guide to Inservice Education for Nursing Personnel in Nursing Homes.
California Univ., Los Angeles. Univ. Extension.
Note—36p.
Available from—Director, Western Center for Continuing Education in Administration of Health Care Facilities, P.O. Box 24902, UCLA Extension, Los Angeles CA 90024 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, Educational Objectives, *Guides, *Inservice Education, Instructional Materials, *Nurses, *Nursing Homes, *Professional Continuing Education, Program Evaluation, Teaching Methods
A guide is presented for the purpose of providing a simple, basic outline for program development of inservice education for nursing personnel who care for the chronically ill and aged in extended care facilities. The following topics are included: (1) inservice education defined, (2) responsibility for inservice education, (3) educational philosophy, (4) objectives, (5) educational principles, (6) program planning, (7) initiation of course, development of course, and development of instructional material, (8) an outline comparison of some methods of instruction, and (9) program evaluation. (CK)

ED 078 273 AC 014 461
Lippitt, Gordon L.
Leadership for Learning. Training and Development in the 70's.
American Society for Training and Development, Madison, Wis.
Pub Date Jan 70
Note—24p.
Available from—American Society for Training and Development, Madison, Wis. (no price quoted)
Document Not Available from EDRS.
Descriptors—*Change Agents, Guides, *Leadership Qualities, *Learning Processes, Professional Personnel, *Role Perception, *Trainers
A presentation is given on training and development for leadership in the 70's. It is divided into three sections: (1) trends affecting the future of training and development, (2) responsibility of training and development for change through the learning process, and (3) looking at the role and behavior of the training professional. (CK)

ED 078 274 AC 014 462
Veri, Clive C.
A Bill of Rights for Functionally Illiterate Adults.
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Educational Needs, Educational Quality, *Functional Illiteracy, Interagency Cooperation, Motivation, Program Evaluation, *Program Planning, Speeches, Student Evaluation, Teacher Qualifications
Recommendations for assisting the functionally illiterate adult are given. These include: (1) administration of quality adult education programs to them, (2) administration of basic education programs with LOGICAL OUTREACH components, (3) positive incentives for learning, (4) exemplary teachers, (5) proper evaluation, and (6) maximum cooperation between Federal, state, and local agencies. (CK)

ED 078 275 AC 014 463
Veri, Clive C. And Others
Evaluating Teaching Effectiveness in Extension-Administered Programs.
Missouri Univ., St. Louis. Extension Div.
Pub Date [73]
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Effective Teaching, Evaluation Techniques, *Extension Education, Followup Studies, Higher Education, *Program Evaluation, *Teacher Evaluation, Technical Reports
The Extension Division Committee of the University of Missouri, St. Louis, in addressing itself to evaluating teaching effectiveness in extension-administered programs, held as central concerns: (1) that most evaluation systems tend to be subjective; (2) that evaluations of programs and faculty who taught in them must be undertaken; (3) that evaluative information, once accumulated, could provide meaningful insight into a faculty member's teaching effectiveness; and (4) that faculty members should be able to choose how they wanted to be evaluated. The following summarizes the system presented here: (1) Each Extension program will be evaluated by Form A; (2) Each faculty member who participated in the program (for 45 minutes or more) will be evaluated either by a short or long form or by a jury of peers; and (3) Follow-up evaluations will be conducted to determine the long-range impact of extension programs. Evaluation Forms A through D are provided. (Author/CK)

ED 078 276 AC 014 464
Veri, Clive C.
A Proposed Process for Determining Professional Behaviors Needed by Adult Education Administrators.
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Administrator Qualifications, *Adult Educators, *Behavioral Objectives, Behavioral Science Research, Classification, *Learning Experience, Models, Research Reviews (Publications)
A review of investigations which have had as their purpose the identification of competencies needed by professional adult educators is presented. This document attempts to taxonomize in a single list the competencies which research has found, and then suggests a process whereby specific behavioral objectives can be structured which will enable learners to achieve these competencies. The following studies were reviewed: (1) The White Study, (2) The Chamberlain Study, (3) The Aker Study, (4) The Veri Study. Using data from these four studies, a total of 125 competencies were identified. An attempt to arrange the competencies into a taxonomy resulted in the following major headings: Personal Attributes, Societal Affairs, Adult Education, Adults, and Programing. A 10-step process for determining behavioral objectives is described. It is suggested that these objectives be used to design new learning experiences for learners. (CK)

ED 078 277 AC 014 465
Vaill, Peter B.
The Practice of Organization Development.
American Society for Training and Development, Madison, Wis.
Pub Date 71
Note—57p.
Available from—American Society for Training and Development, Madison, Wis. (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Annotated Bibliographies, *Change Agents, *Human Relations Programs, *Organizational Development, *Role Perception, Technical Reports
An article about the men who are doing organization Development (O.D.) work is presented. It is divided into the following sections: (1) The Elements of O.D. Practice; (2) Interrelationships of the Elements of O.D. Practice; (3) Sources of Data on O.D. Practice; (4) The O.D. Practitioner and the Client; (5) The O.D. Practitioner and the Evaluator; (6) The O.D. Practitioner and the Profession; (7) The O.D. Practitioner and His Program; and (8) O.D. Practice in Perspective. An annotated bibliography is included. (CK)

ED 078 278 AC 014 466
Project Communi-Link. Terminal Report.
Colorado State Univ., Ft. Collins. Dept. of Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 30 Jun 73
Grant—OEG-0-71-4468(324)
Note—371p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Adult Basic Education, Decision Making, Information Dissemination, Information Networks, Objectives, Pilot Projects, Program Evaluation, *Regional Programs, *Rural Areas, Simulation, Socioeconomic Status, Technical Reports, *Telecommunication, Workshops
Identifiers—Microville, *Project Communi Link
Communi-Link was designed to assist communities and states in planning and implementing comprehensive adult education and community improvement programs. The Communi-Link process encouraged the development and/or enhancement of "communication linkages" necessary for communities to assess problems, identify resources, and mobilize resources to meet local needs. Consulting assistance to the project was based on the project's primary objectives which focused on the following processes: (1) pilot community interorganizational communicative linkage systems, (2) state-community assistance networks (SCAN), and (3) diffusion-dissemination of Project outcomes to both non-project and project states. The principal training experience used by the Project was the simulation game, MICROVILLE. Results include: (1) Pilot areas reported a marked improvement in local communications, cooperation and coordination; (2) Several project states made notable progress towards the development of state-community interorganizational linkage systems (SCAN); and (3) Over 4,000 citizens participated in a total of 50 Project Communi-Link multi-media dissemination workshops. The project was found to be a viable approach to community-wide program development. (Author/CK)

ED 078 279 AC 014 467
Miller, John A. And Others
An Experiment to Test Methods of Increasing Self-Development Activities among Research and Development Personnel.
Rochester Univ., N. Y. Management Research Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-43
Pub Date Feb 73
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, *Career Planning, Control Groups, Data Collection, *Evaluation Techniques, Followup Studies, Individual Development, *Professional Continuing Education, Questionnaires, *Self Actualization, Technical Reports, Volunteers
Identifiers—*Exercise Future
A total of 450 volunteer subjects from two major U.S. Navy Research and development laboratories participated in a field experiment designed to test methods for increasing individual self-development activities. Experimental subjects engaged in career planning efforts consisting of forecasting goal-setting, action-planning, and group discussion. Holdout control subjects participated only after complete criterion data collection on all subjects. Measures were taken from personnel records on the increased self-development activities engaged in by subjects following treatments. These criterion measures were supplemented by followup interview and questionnaire data. Highly significant differences (p .001) were found in the increased number of self-development activities undertaken by personnel at different hierarchical levels. Self-analysis and action planning appeared to be useful at higher (managerial) levels; no effects were found for middle-level personnel. Implications for individual and organizational training and development efforts are drawn. (Author/CK)

ED 078 280 AC 014 468
Walther, Regis H.
ASTD Members—Their Perceptions and Training Goals.
American Society for Training and Development, Madison, Wis.
Pub Date Aug 72
Note—82p.
Available from—American Society for Training and Development, Madison, Wis. (no price quoted)
Document Not Available from EDRS.
Descriptors—Data Analysis, Goal Orientation, *Job Analysis, Motivation, Professional Personnel, *Questionnaires, Research Methodology, *Role Perception, Self Concept, Technical Reports, *Trainers, *Training Objectives
Identifiers—JAIM, *Job Analysis and Interest Measurement
Research to help the training professional "know himself" is reported. This document on the first stage of the research provides descriptions on selected variables of training professionals as compared to other occupational groups, and a preliminary definition of three role perceptions suggested by the data. The study design called for the administration of two questionnaires: the Job Analysis and Interest Measurement (JAIM) for describing training practitioners in relation to other occupational groups; and a Role Perception and Biographic Data Inventory developed specifically for the study. These two questionnaires were given to a random sample of ASTD members currently engaged in or supervising training activities. Results indicate that the training skills considered most essential were "to convey ideas orally in conference settings," "to be able to stimulate and maintain trainee interest," and "to stimulate group interaction." Further research is recommended. (CK)

ED 078 281 AC 014 469
Who's Who in Training and Development. 1973 Official Membership Directory & Annual Report of the American Society for Training and Development.
American Society for Training and Development, Madison, Wis.
Pub Date 73
Note—180p.
Available from—American Society for Training and Development, Madison, Wis. ($5.00, members, $25.00, nonmembers)
Document Not Available from EDRS.
Descriptors—*Annual Reports, *Directories, *Educational Programs, *Professional Associations
A directory of 1973 members of the American Society for Training and Development is given. Also included is the annual report of the society, which discusses its "Journal," a government affairs awareness program, a member recognition program, and new educational programs. (CK)

ED 078 282 AC 014 470
Kapanigowda, Ankegowda And Others
Some Principles and Procedures Useful in Planning County Extension Programs. A Research Summary of a Graduate Study.
Tennessee Univ., Knoxville. Agricultural Extension Service.
Pub Date May 73
Note—29p.; Extension Study No. 44; S.C. 844
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education Programs, *Community Role, *County Programs, Evaluation Techniques, *Extension Education, Masters Theses, *Program Planning, *Staff Role
A study conducted for the purpose of identifying some generally accepted principles and procedures found to be most effective and useful in County Agricultural Extension program planning is presented. A total of 13 principles were identified, including: (1) Program planning should be based on conditions that exist; (2) Program planning should be based on people's interests and needs; (3) Program planning should be viewed as an educational process; (4) Establishing definite objectives is an essential part of the planning process; (5) Program planning is a continuous process; (6) Effective program planning procedure is consistent with that used in a representative democracy; (7) Effective program planning should include local participation; (8) Program planning should enlist the aid of local agencies; (9) The County Extension program should be planned by the local people and the county staff; (10) A county Extension program must be based on adequate written long- and short-term plans; (11) Program planning should be flexible to permit adjustment to changing conditions; (12) Effective program planning develops local volunteer lay leadership; and (13) Well-formulated program planning will include and involve definite procedures for evaluation. Recommendations are made for further research. (Author/CK)

ED 078 283 AC 014 471
Adult Education in Spotlight Here.
Texas Education Agency, Austin. Div. of Adult and Continuing Education.
Pub Date 4 Aug 72
Note—26p.; Report of the Community Coordinated Adult Education Conference sponsored by the Texas Education Agency (July 31-August 4, 1972, Waxahachie, Texas)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Adult Educators, *Community Education, Conference Reports, *Financial Support, Industry, *Program Planning, *Role Perception, State Programs
Identifiers—Texas
The results of a Coordinated Community Adult Education Conference, held in Waxahachie, Texas in 1972, are presented. Subjects discussed are: Objectives of Community Education; Primer Mover in Texas of Community Education Shares Her "Know-How"; Specific Approaches to Planning a Community Education Program; Role of the Community Education Director; Role of Business and Industry in Community Education; and Sources of Funding Community Education. A list of conference participants is provided. (CK)

ED 078 284 AC 014 472
Disaster Preparedness in YOUR School.
Texas Education Agency, Austin. Div. of Adult and Continuing Education.
Pub Date Nov 72
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Civil Defense, *Emergency Programs, Guides, *Safety Education, *School Safety, *Staff Role
A look at what to do in time of natural and man-made disasters is presented. Disasters covered include tornados, hurricanes, floods, fires, blizzards, and nuclear disaster. The responsibilities of the Board of Education, school superintendent, school principal, teachers, school nurse, custodian, students, bus drivers, and cafeteria workers are outlined. (CK)

ED 078 285 AC 014 473
1973-74 Directory of Consultants for Planning Adult Learning Systems, Facilities and Environments.
Adult Education Association of U.S.A., Washington, D.C.
Pub Date 73
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Consultants, *Directories, Educational Planning
A list of consultants involved in planning adult education in the U.S.A. is presented. A total of 87 entries are included. (CK)

ED 078 286 AC 014 474
Strategies and Responsibilities in Adult Basic Education Programs.
Ohio State Dept. of Education, Columbus.
Pub Date 73
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *English (Second Language), *Functional Illiteracy, Learning Laboratories, Objectives, Reading Instruction, Recruitment, Self Concept, *Teacher Role, Teaching Guides, Teaching Techniques
A total of five articles concerning adult basic education are presented. These are: "Recruitment Strategies for Adult Basic Education," by Ron Howard; "Native to the Hills," by Myrtle Reul; "The Learning Laboratory–A Valid System for Adult Basic Education," by Joe Carter; "Reading Instruction for Illiterate Adults," by John George; and "Teaching English as a Second Language–A Challenging Responsibility," by Robert Avina and others. Howard's article focuses on the need for developing a systematic and relevant recruitment campaign. The second article examines the self-identity of the Appalachian Highlander. The objectives and uses of the learning laboratory is the subject of Carter's presentation. John George discusses the underlying causes of illiteracy and the best ways to approach the problem. Finally, Robert Avina concentrates on the prerequisites for a successful program for teaching English as a second language. (CK)

ED 078 287 AC 014 475
Sappington, Charles Wesley
The Interrelationship of Certain Assumptions about People, Sources of Job Satisfaction-Dissatisfaction, and Administrative Effectiveness of County Leaders of the Cooperative Extension Service.
Pub Date Jun 72
Note—263p.; Ph.D. Dissertation, Florida State University
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Administrator Attitudes, Correlation, Data Analysis, Data Collection, Evaluation, *Extension Agents, Hypothesis Testing, *Job Satisfaction, *Leadership Qualities, Literature Reviews, *Questionnaires, Supervisors
A study is presented which attempts to investigate the interrelationships between certain assumptions about the nature of people held by the county extension leader, his sources of job satisfaction and dissatisfaction, and his performance of his function of leading the county staff. Data was collected by means of a questionnaire from 81 county leaders and by a rating of the county leaders as administrators by their immediate supervisors. A review of the literature was also conducted. The chi square was used to test the relationship between variables as hypothesized in five hypotheses. Results are given. Conclusions include: (1) County extension leaders in Mississippi are extremely achievement conscious; and (2) Graduate study is related to assumptions about the nature of people. (CK)

ED 078 288 AC 014 476
Darden, Douglas Wylie
A Study of Some Effects of Early Change Agent Behavior on a Group Client System.
Pub Date Jun 73
Note—96p.; Ph.D. Dissertation, Florida State University
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, *Change Agents, Control Groups, Doctoral Theses, Experimental Groups, Feedback, *Hypothesis Testing, Interpersonal Relationship, Literature Reviews, Models, Motivation, Negroes, Rating Scales, *Statistical Data, *Testing
A study was conducted to explore some of the relationships existing between the early behavior of a change agent with a group client system and its subsequent effects on the helping relationship established between them. A review of related literature was made. The model of helping relationship which formed the basis for the design of the study included five key elements: (1) the task around which the relationship develops, (2) the helper with his motives, (3) the receiver of help, (4) climate in which helping activities occur, and (5) feedback. Two hypotheses were tested. Two groups were studied. The first group to undergo training was composed of 10 black women of ages ranging from 25 to 53 years; this was the control group. The second, experimental, group were 13 Black women of similar background. Each group was pretested and posttested, using a communications exercise, a measurement of group members perceptions of the change agent, and a group cohesiveness scale. Based on the results of the tests, it was found that there was a significant difference in the overall perceptions of the participants about the change agent for the time period between the pretest and the first posttest. Other results are given (CK)

ED 078 289 AC 014 477
Dale, John H., Jr.
The Significance of Sibling Position and the Frequency of Participation by Adults in Group Counseling Activities.
Pub Date Aug 72
Note—103p.; Ph.D. Dissertation, Florida State University
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Age, *Behavior Patterns, *Birth Order, *Comparative Analysis, Data Analysis, Data Collection, Doctoral Theses, Graduate

Students, *Group Counseling, Individual Characteristics, Questionnaires, Sex Differences, *Siblings, Surveys

An investigation into the characteristics of individuals who participate, and those who do not participate, in group counseling activities was conducted. The purpose of the study was to study the possible significance of sibling position as a behavioral determinant in an adult's life with respect to participation. A survey questionnaire was mailed to 600 graduate students; 314 sent usable responses. The questionnaire contained eight items. Answers were analyzed. It was found that sibling position does have some influence over an individual's adult life. The following conclusions were drawn: (1) Only children participated in more group counseling activities than did other sibling positions; (2) Males did participate in more group counseling activities than did females; (3) Individuals in the 45- to 49-year-old category engaged in more group counseling activities than those in the 20-29-year-old groups; (4) Education majors participate in more group counseling activities than other majors; (5) Individuals who continued their schooling without a break participated in more counseling than individuals with interruptions in their schooling. (Author/CK)

ED 078 290 AC 014 482

Waldman, Saul

Retirement Systems for Employees of State and Local Governments...1966. Findings of a Survey of Systems Whose Members Were Not Covered under the OASDHI Program.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No—SS-RR-23

Pub Date 68

Note—122p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.40)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Local Government, *Retirement, *State Programs, Statistical Data, *Surveys

A study of retirement systems not under the Federal program is presented. It contains a discussion of the systems' provisions governing retirement for age and service, disability retirement, and death benefits. Also included is information about early retirement, automatic increases, and the vesting of benefit rights. A separate analysis is presented on the provisions of systems for policemen and firemen. (Author/CK)

ED 078 291 AC 014 483

Cunningham, Phyllis M.

The Effects of Self-Esteem and Perceived Program Utility on Persistence and Cognitive Achievement in an Adult Basic Education Program.

Pub Date Jun 73

Note—44p.; Ph.D. Dissertation abstract, University of Chicago

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Basic Education, *Cognitive Development, Data Analysis, Educational Programs, Evaluation, *Hypothesis Testing, Measurement Instruments, Models, Negro Students, Retention Studies, *Self Concept, Socialization, Technical Reports

A study was conducted to explore the interaction effects of self-esteem level and perceived program utility on the retention and cognitive achievement of adult basic education (ABE) students. A total of 200 black adult students receiving public assistance and enrolling in an ABE program with a reading level below 8.0 comprised the sample. Two hypotheses were tested: (1) Students with high self-esteem viewing the program as having low utility would be early dropouts; and (2) Among students viewing the program as having high utility, cognitive gain would be predicted by the level of self-esteem. A self-esteem instrument was administered verbally. Results are given. It was concluded that the conceptualization of utility was inadequate and that any study relating esteem and utility must take into account the different utilities the program offers to the student, and that ABE programs must perform a socialization as well as an educative function. (Author/CK)

ED 078 292 AC 014 484

Lombard, C. Stephen

The Growth of Co-Operatives in Zambia 1914-71.

Zambia Univ., Lusaka.

Pub Date 71

Note—50p.; Zambian Papers No. 6

Available from—Humanities Press Inc., 303 Park Avenue South, New York, N.Y. 10010 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Agricultural Occupations, *Cooperatives, *Economic Development, *Farmers, Organization, Technical Reports

Identifiers—*Zambia

Agricultural co-operatives in Zambia are discussed under the following topics: (1) Economic background, (2) Pre-independence co-operative developments, (3) Post-independence co-operative developments, and (4) Current developments and thinking. It is concluded that co-operative organization is the most suitable method of combining small farms into larger units. However, Zambia, must direct its co-operative development into more productive channels. (CK)

ED 078 293 AC 014 485

Kerner, Anton

Why Organize a Retirement Program? How to Organize a Retirement Program.

Mayor's Office for Senior Citizens, Chicago, Ill.

Pub Date 73

Note—46p.

Available from—Mayor's Office for Senior Citizens, 223 North Michigan Avenue, Chicago, Illinois 60601 (no price quoted)

Document Not Available from EDRS.

Descriptors—Adult Programs, *Guides, Motivation, *Organization, *Program Planning, *Retirement

A two-part guide to retirement programming is presented. The first part provides a rationale for retirement programs and is intended to stimulate leaders in business, labor, governmental, educational, religious, and social service organizations to offer retirement programs or refine those which they already offer. The second part describes what a pre-retirement program should include. It outlines the subject matter, recommends the design, and lists the resources incorporated in effective retirement programs. (Author/CK)

ED 078 294 AC 014 486

Kemp, Florence B. Weldon, J. Eugene

Noncredit Activities in Institutions of Higher Education 1967-68. Professional and Technical Refresher Courses.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Adult and Vocational Education Surveys Branch.

Report No—DHEW-OE-73-11405

Pub Date 73

Note—80p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.95, domestic postpaid, $.70 GPO Bookstore)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Higher Education, *Noncredit Courses, *Professional Education, Questionnaires, Statistical Data, Surveys, *Technical Education

A survey of noncredit activities in institutions of higher education is presented. Contents include refresher activities, health service activities, technical occupations, and registration figures. The survey was conducted by means of a questionnaire sent to all institutions of higher education. (CK)

ED 078 295 AC 014 488

Spangenberg, Ronald W. And Others

The State of Knowledge Pertaining to Selection of Cost-Effective Training Methods and Media.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No—HumRRO-TR-73-13

Pub Date Jun 73

Note—138p.; Work Unit SMMART

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Classification, *Cost Effectiveness, Data Analysis, *Literature Reviews, *Mass Media, *Military Personnel, Problem Solving, Standards, Technical Reports, *Training Techniques

A program was conducted to prepare a plan for research toward empirical determination of critical and procedures for optimal selection of cost-effective methods and media. The procedure followed was a review of pertinent literature, analysis of the findings, identification of problems for further research, and formulation of new approaches to resolution of the problems. Results fell into two categories: (1) those pertaining to methods-media definition and classification, and methods-media selection criteria and procedures, and (2) those pertaining to training cost-effectiveness and analytical procedures. The literature review yielded little of immediate value. The empirical data on the relative cost-effectiveness of methods and media are insufficient as a basis for reliable selection of methods and media for specific training tasks. (Author/CK)

ED 078 296 AC 014 489

Markus, Hazel

Continuing Education for Women: Factors Influencing a Return to School and the School Experience.

Pub Date Apr 73

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors- Academic Achievement, *Adult Education, Attitudes, Decision Making, *Factor Analysis, *Feminism, *Higher Education, Literature Reviews, Objectives, Questionnaires, *Self Concept, Socioeconomic Status

A discussion is presented concerning the various influences, internal and external, which direct a woman to return to school. A review of the literature was made. Subjects were a sample of women who contacted the Center for Continuing Education of Women from 1964-1972. A mail questionnaire was sent to these women to provide some understanding about how helpful the Center is to them, the problems of women returning to school, and some of the more general attitudes of women. Results are given. The women in this study are relatively affluent, come from relatively well-educated families, and are returning to school of their own accord. The major problems encountered in a return to school center on managing time. The most significant life changes reported include achieving stated goals, getting a degree, gaining a specific skill, and achieving a sense of accomplishment. (C)

ED 078 297 AC 014 490

Wedemeyer, C. A. And Others

Evaluation of Extension at the Haile Sellassie I University, Addis Ababa.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—Ser-No-2838-RMO-RD-EHT

Pub Date Jan 73

Note—81p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Developing Nations, *Extension Education, Organization, Program Descriptions, *Program Evaluation, Research Needs, *University Extension

Identifiers—Ethiopia, *Haile Sellassie University

An evaluation of extension education at Haile Sellassie University is presented. It includes the following focal points: (1) extension development, (2) present extension services, (3) the need for a new concept of university extension, (4) extension in a developing country, (5) recommendations, and (6) future research. (CK)

ED 078 298 AC 014 491

Wedemeyer, Charles A.

Institution Building and Evaluation.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date Jun 73

Note—30p.; Paper presented at Conference and Workshop on Correspondence Education in Africa (Nairobi, Kenya, 4-13 June, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Correspondence Schools, *Educational Development, Evaluation Methods, *Matrices, *Models, *Program Evaluation, Speeches, Systems Approach

Institutional modeling and program evaluation in relation to a correspondence program are discussed. The evaluation process is first considered from the viewpoint that it is an add-on activity, which is largely summative, and is the least desirable type of evaluation. Formative evaluation is next considered as a part of the process of institution building from the first step, which continues as an ongoing activity for the life of the institution, and is thus the most desirable evaluation process. Given the institutional concept and rationale for a new approach to the education of distant learners, including the over-all

objectives to be achieved, a model of the new institution is projected. A conceptual matrix for building the correspondence institution is provided, which is useful in modeling because it (1) identifies all the elements that must be dealt with, and (2) provides a way for builders to "select the universe" that they wish to work within. A tentative three-stage model, in which the learner roles become the active focus, is provided. A planning matrix for modeling a correspondence teaching and learning institution is presented, and an appendix provides a list of the quality control subsystems that may be useful in fleshing out a model for a correspondence institution. (CK)

ED 078 299 AC 014 492
Wedemeyer, Charles A.
Report of Assessment and Development--INCE's Department of Correspondence Instruction.
Wisconsin Univ., Madison, Univ. Extension.
Pub Date Feb 73
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correspondence Study, *Curriculum Development, *Dropout Rate, *Enrollment Rate, Extension Education, Multimedia Instruction, *Program Evaluation, Program Planning, Technical Reports
Identifiers—Caracas, *INCE, Venezuela
An evaluation of INCE's Department of Correspondence Instruction, Caracas, Venezuela, was carried out to evaluate the present program, suggest ways in which the present program can be expanded, and advise the staff in the use of media and technology. The six chapters of the report are as follows: 1. Introduction; 2. Background to Development; 3. Evaluation of the Correspondence Instruction Department and Program; 4. Areas of Potential Growth--Development as the Aim of Education; 5. Evaluation and Quality Control; and 6. Guidelines for Phase II Development and Conclusion. Seven appendixes to the report provide information concerning Persons and Documents Consulted; INCE: Mission, Objectives; Department of Correspondence Instruction: Mission, Objectives; INCE: Structure in Which Department Operates; Department of Correspondence Instruction: Program Development Processes; Correspondence Curriculum and Courses; and Department of New Methods: Mission, Objectives. (CK)

ED 078 300 AC 014 494
Spaven, John W.
Campaigns in Agricultural Extension Programs.
International Cooperation Administration (Dept. of State), Washington, D.C.; National Project in Agricultural Communications, East Lansing, Mich.
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Education, *Educational Programs, Evaluation, *Guides, Instructional Materials, *Motivation, *Rural Extension, Staff Orientation
A booklet designed to aid those who use agricultural campaigns in their educational and advisory programs is presented. It is pointed out that a good campaign works as a chain reaction, inciting enthusiasm among workers and planners. The five steps in a well-organized campaign are: (1) planning, (2) preparing people for their jobs, (3) producing materials, (4) launching and carrying out the campaign, and (5) evaluating the results. (CK)

ED 078 301 AC 014 504
Schaars, Marvin A.
Cooperatives, Principles and Practices.
Wisconsin Univ., Madison, Univ. Extension.
Pub Date 71
Note—108p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Classification, *Cooperatives, Financial Support, History, *Information Sources, Laws, Organization, Public Relations, *Teaching Guides
A teaching aid and information source on activities, principles, and practices of cooperatives is presented. The following topics are included: (1) Basic Interests of People, (2) Legal Organization of Business in the United States, (3) What Is a Cooperative? (4) Procedure for Organizing Cooperatives, (5) How Cooperatives Are Run and Managed, (6) Financing of Cooperatives, (7) Keeping the Members and Public Informed, (8) Kinds of Cooperatives, (9) Legal Basis, (10) Historical Development, (11) History of Cooperatives in the United States, (12) Extent of Cooperative Business, (13) Benefits from Cooperatives, and (14) Limitations of Marketing, Purchasing, and Service Cooperatives. (CK)

ED 078 302 AC 014 505
Johansson, Berndt
Government-Subsidized Adult Education in Sweden.
Swedish Inst., Stockholm.
Pub Date 73
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Educational Change, *Educational Finance, *Federal Programs, High Schools, Mass Media, Professional Associations
Identifiers—*Sweden
A booklet describing the current status of adult education in Sweden is presented. The forms of adult education discussed include: labor market training, educational associations, folk high schools, national and municipal adult schools, educational broadcasts produced by the Committee for Television and Radio in Education, and the study programs of the central trade union confederations and their affiliated national unions. These forms are those which receive subsidies from the national government. A picture of educational reform is also given. (Author/CK)

ED 078 303 AC 014 507
Extension Staff Perceptions of Community Resource Development in Three States.
Pennsylvania State Univ., University Park. Cooperative Extension Service.
Report No—Ext-Stud-47
Pub Date 69
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Development, Community Resources, *Comparative Analysis, Extension Agents, *Extension Education, *Interviews, Organization, Perception, *State Programs, Technical Reports
Identifiers—Maryland, Missouri, Pennsylvania
A report of a Community Resource Development (CRD) study in the Extension Services of Maryland, Pennsylvania and Missouri is presented. The three states represent different stages of development of CRD work, and are differently organized. The purpose of the study is to compare the three Extension organizations. Extension personnel of relative influence were interviewed personally and/or by telephone. The opinions on CRD procedures varied in the three states. Maryland preferred CRD work through the creation of multi-county development organizations. Pennsylvania differed significantly from the two other states in its orientation. Maryland and Missouri were significantly higher in their emphasis on CRD's role in the creation and reorganization of area development organization than Pennsylvania. Other findings are given. (CK)

ED 078 304 AC 014 508
Apparel Manufacturing (Course Outline), Exciting Careers in Apparel Manufacturing: 9377.01.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—24p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, Career Education, *Clothing, *Course Content, Curriculum Guides, Instructional Materials, *Manufacturing, *Needle Trades, Teaching Techniques
Identifiers—*Quinmester Program
A course for youth and adults interested in a career in apparel manufacturing and the needle trades is presented. Instruction will include a sampling tour of interest, introducing all phases of the industry from designing to shipping. Instructional materials include films, transparencies, lectures and demonstrations, information sheets, educational pamphlets, booklets, books and other materials. (CK)

ED 078 305 AC 014 509
Apparel Manufacturing (Course Outline), Section Work - Pocket Setting: 9377.05.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—25p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, Career Education, *Clothing, *Course Content, Curriculum Guides, Instructional Materials, *Manufacturing, *Needle Trades
Identifiers—*Quinmester Program
This course includes handling of fabrics, matching edges and notches, positioning, stitching and disposal. Included is pocket setting and sewing on target. Instructional materials include films, illustrations, information sheets and other materials. (CK)

ED 078 306 AC 014 510
Apparel Manufacturing (Course Outline), Industrial Single Needle Machines and Machine Practice: 9377.02.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—30p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, *Clothing, *Course Content, Curriculum Guides, Instructional Materials, Manufacturing, *Needle Trades, *Sewing Instruction, Teaching Techniques
Identifiers—*Quinmester Program
This course includes a study of the industrial single needle machine, its principal parts, general care, threading, and basic skills in machine practice. Instructional materials include films, illustration, information sheets, and other materials. (CK)

CG

ED 078 307 CG 006 868
Clifford, Margaret M.
The Effects of Competition on Classroom Performance, Retention, and Interest.
Pub Date [71]
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Research, Cognitive Processes, Educational Interest, *Elementary School Students, Grade 6, Interests, *Learning Processes, Motivation, *Performance, Performance Factors, Research Projects, Retention, Retention Studies, Student Interests, *Student Motivation, Students
The effects of competitive treatments on performance, interest, and retention were examined with the use of a ten-day vocabulary task administered to 2,256 sixth graders. The four major objectives of this experiment were: (1) to examine educational competition within a learning, as opposed to a testing, situation; (2) to examine competition using an experimental design, task, procedure, and setting which allow for generalization to present educational situations; (3) to reexamine the effect of educational competition on three dependent variables: performance, interest, and retention; and (4) to examine the difference between competition with a material reward and competition in a game situation without a material reward. Although interest was found to be significantly higher in these treatments than in a control, neither performance nor retention was increased under the competitive treatments. Based on a review of the literature and the results of this study, a model relating task complexity and intrinsic versus extrinsic motivation to increased performance was proposed. (Author)

ED 078 308 CG 006 881
Hope, Earless H.
A Study of Some Students' Opinions and Knowledge of Smoking and Drinking.
Southern Univ. and Agricultural and Mechanical Coll., Baton Rouge, La.
Pub Date [68]
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Alcohol Education, Alcoholism, *College Students, Health, *Health Education, *Health Services, Physical Health, Research Projects, *Smoking, Student Attitudes, Student Behavior, Student Characteristics, Surveys
The purpose of the study was to provide information that would enable the University health service to render more adequate service in the treatment and prevention of health problems related to smoking and drinking. Questionnaires were administered to 502 undergraduate students at a southern university. Results of the study in-

dicate that reading and television were the most common sources of information about the possible hazards of smoking; the study also showed that society has a great impact on college students in influencing their smoking and drinking habits. In addition, a number of comparisons were made between male and female students and between parents and students. Appendices include numerous data tabulations and discussions of them, a copy of the questionnaire administered to the students, and references. (Author/SES)

ED 078 309 CG 006 899
Tate, Douglass T.
Toward a New Criterion For Evaluation of Guidance Programs.
Pub Date [71]
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Change Agents, Counseling, *Counseling Effectiveness, Counselor Evaluation, Counselors, *Evaluation, *Evaluation Criteria, Evaluative Thinking, Females, Guidance Counseling, Guidance Functions, Guidance Objectives, *Guidance Programs, Models, *Program Evaluation, Social Change

This paper points to the demands which our "new society" is making upon guidance and counseling programs; demands which must be met as counselors become agents of change and the profession turns from exclusive concern with intra and interpersonal matters to exteriorceptive concerns. The author gives a brief historical outline of the emerging guidance profession in order to provide insight into the problems of evaluation and to point out the current need for a new definition of the situation with its advanced technology, urban concentrations, and aspiring minority groups. Finally, the paper looks at the youth of today, its values and its aspirations. Special attention is given to females and the part they will play in the labor force of the future. The author feels that the goal of present and future counseling programs must be to create a more humane environment, which gives support to the legitimate aspirations of its people, through peaceful institutional and social change. (Author/SES)

ED 078 310 CG 006 922
James, Edmund, Comp.
Student Relations: ARIS Annotated Bibliography.
Ohio Education Association, Columbus. Association Referrel Information Service.
Pub Date [70]
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Dropouts, Drug Abuse, Human Relations, Reference Materials, School Integration, School Personnel, Self Esteem, *Student Attitudes, Student Experience, Student Needs, Student Problems, *Student Role, *Students, *Student School Relationship

This annotated bibliography includes recent publications and operating programs in the area of student relations. Although it is not intended to be a thorough review of the literature, it is designed to be broad enough to serve as a reference source for several topics. The bibliography was compiled because the area of student relations is one of the most pressing issues facing school officials today. While the role definitions of students and staff within the school are under rapid change, so are the roles of adolescents in the larger society, and the bibliography dramatizes the range of opinions about what role students "should" play. The various works annotated examine such topics as student unrest, school dropouts, pupil self-esteem, school desegregation, and drug abuse. (Author/SES)

ED 078 311 CG 006 983
Scharf, Peter
The Moral Atmosphere of the Prison.
Pub Date Sep 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Correctional Rehabilitation, *Corrective Institutions, Institutionalized (Persons), Integrity, *Moral Development, *Moral Values, Personal Growth, Personality Development, *Prisoners, Research Projects, *Youth, Youth Problems, Youth Programs

This paper analyzes the moral reasoning and perceptions of inmates in an eastern youth reformatory. A series of prison dilemmas, reflecting conflicts experienced by inmates and guards, was administered to 34 inmates; in addition, each inmate was given the standard Kohlberg moral maturity interview. Responses were scored for moral judgment and perception of moral atmosphere. Results indicate that the more primitive moral reasoning used in the prison dilemmas may be related to inmate perceptions of the moral atmosphere of the prison and that the traditional custodial prison fails to offer the inmate the conditions necessary to move him toward higher stages of thinking. The author feels that in order to substantially affect the inmates moral reasoning, communities must be provided that stimulate his moral thinking and are perceived by him as fair. Finally, the author describes an intervention to create such a correctional climate. (Author/SES)

ED 078 312 CG 007 006
Bowden, R. Renee
Annotated Bibliography of Literature on Narcotic Addiction.
New York State Narcotic Addiction Control Commission, Albany.
Spons Agency—Bureau of Prisons (Dept. of Justice), Washington, D.C.
Pub Date Apr 68
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Drug Abuse, *Drug Addiction, Drug Education, Drug Legislation, Health, Law Enforcement, Legislation, Literature Reviews, *Marihuana, *Narcotics, Rehabilitation Programs, State Programs

Nearly 150 abstracts have been included in this annotated bibliography; its purpose has been to scan the voluminous number of documents on the problem of drug addiction in order to summarize the present state of knowledge on narcotic addiction and on methods for its treatment and control. The literature reviewed has been divided into the following twelve categories: definition of addiction; classification and census of addicts; characteristics of addicts, both adults and adolescents; treatment and rehabilitation programs, including imprisonment, hospitalization, institutional group counseling, and mutual aid organizations for ex-addicts; probation and parole; case histories and popular articles; law and enforcement; general works; state programs; international aspects; on-going projects; and addenda. The publication also includes synopses of the content in each of the first five categories. (Author/SES)

ED 078 313 CG 007 021
Phelps, William B. Kirchgessner, John B.
Introduction to Vocational Rehabilitation Services: An Outline for a Course of Study.
West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.
Pub Date [69]
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, Counseling Instructional Programs, Counseling Theories, *Counselor Educators, *Counselor Training, Course Descriptions, Courses, *Curriculum Guides, Guides, *Rehabilitation, Trainees, Vocational Counseling, *Vocational Rehabilitation

The purpose of this course of study is to serve as a guide for providing newly employed vocational rehabilitation agency personnel with educational experiences that better prepare the trainees to serve themselves, their clients, their agency, and their community. The course reflects the belief that generic educational material and experiences are necessary for newly employed rehabilitation personnel; and that race flexibility in coverage is maintained to insure the program staff the opportunities to respond to trainees' requests and needs. The training process itself attempts to integrate those elements considered most conducive to effective learning: (1) provide identification models for effective functioning through the interactional process with the program staff; (2) provide the conditions or atmosphere that will afford the trainee an experiential base calculated to enhance self-development and understanding; and (3) to provide that which is taught and reinforced didactically attempts to influence trainee behaviors and attitudes. References and numerous film abstracts are included. (Author/SES)

ED 078 314 CG 007 073
Hickey, Matthew M.
Drug Education: Policies, Programs and Materials.
Philadelphia Suburban School Study Council, Pa.; South Penn School Study Council.
Pub Date 70
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Drug Abuse, Drug Addiction, *Drug Education, Guides, Health Education, Marihuana, Narcotics, *Program Descriptions, *Program Development, Program Evaluation, Program Planning, *School Districts, School Policy, Schools, Student Characteristics

Research for this guidebook was initiated with the purpose of examining the goals, policies, content and materials and anti-drug programs currently being implemented in schools and communities in order to: 1) highlight successful practices of drug education; 2) devise criteria useful to educators in establishing, evaluating, and revising anti-drug programs in their local districts; and 3) provide ready reference to some resources currently available for drug education programs. A total of 48 school districts participated in the survey that formed the information nucleus for this guidebook, and the full list of districts included to facilitate requests for additional information. Each chapter of the guidebook is preceded by an "Agenda for Action", consisting of an introductory statement and several suggestions for discretionary action by drug educators. Extensive reference materials are included. (Author)

ED 078 315 CG 007 111
Harris, R. Carl
The Effects of Type, Identifiability, and Variety of Instructional Instances on Subject Matter Concept Attainment.
Pub Date Apr 72
Note—17p.; Paper presented at the meeting of the American Educational Research Association in Chicago, Illinois on April, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Concept Formation, *Concept Teaching, *Generalization, Individualized Instruction, Instruction, *Instructional Improvement, Instructional Staff, Research Projects, Students, *Teaching Methods, Teaching Techniques

Subject matter concept attainment by adult Ss was studied by experimentally manipulating instructional instances which were either positive or negative, clear or obscure, or presented in large or small variety. Training and testing instances were composed of case studies communicated via prose description that had been analyzed for relevant and irrelevant attributes. Conceptualization was defined as generalization within and discrimination between classes and was assessed by having 176 undergraduate volunteers classify new positive and negative case studies after instruction from a definition and selected instances. Two, three-way analyses of variance followed by t-tests revealed that instance type, identifiability, and variety have differential effects on generalization and discrimination. References are included. (Author)

ED 078 316 CG 007 214
Lennon, Roger T.
Testing and Equality: The Great Divorce?
Pub Date Feb 72
Note—9p.; Paper presented at the California Personnel and Guidance Association convention in Los Angeles, California on February 19-21, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Groups, Disadvantaged Youth, Equal Facilities, Equal Opportunities (Jobs), *Minority Groups, Norm Referenced Tests, Speeches, *Standardized Tests, Student Testing, *Test Bias, *Testing, Testing Problems, Tests

The paper examines the issue of whether the concepts and practices of standardized testing, on the one hand, and the pursuit and attainment of equal opportunity, on the other, are compatible. The author cites a number of areas where tension and conflict have centered; however, he feels that there is no necessary incompatibility between the assessment of human talents and the pursuit of

both equality and excellence. A number of suggestions are discussed which might help to ameliorate some of the problems of testing of minority groups: 1) keep the discussion at a rational, rather than inflammatory, level; 2) explore new instrument development to more accurately capture the magnitude and variety of abilities of minorities; 3) expand training in the administration and interpretation of present tests with minority examinees; 4) adopt more systematic procedures for review and analysis of tests; 5) cross-check and verify test scores against other signs of talent; and 6) use tests humanely. (Author/SES)

ED 078 317 CG 007 272
Karns, L. T.
"Objectives of Student Personnel Programs in the Community College".
Pub Date 69
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, Higher Education, Junior College Students, *Program Descriptions, Program Development, Program Improvement, *Program Planning, *Student Personnel Programs, *Student Personnel Services, Student Personnel Workers

This paper examines the evolution of the student personnel function in higher education and particularly the uniqueness of the function of the Community College level. Some important factors which influenced the development of student personnel work in higher education are identified; the article then discusses the unique role of the community college as a segment of higher education. From the literature a symthesis of the theoretical objectives of student personnel work at the community college is presented, as well as objectives of actual programs at the community college level. These objectives are divided into three specific groups: 1) adjustive objectives which deal with necessary changes in student attitude or behavior as well as desirable environmental changes; 2) distributive objectives involving the informational processes; and 3) adaptive objectives concerned with modification in institutional programs and activities to meet variability in student and community need. (Author)

ED 078 318 CG 007 273
Kehas, Chris D.
Guidance and the Process of Schooling: Considerations of Considerations of Curriculum and Career Education.
Pub Date Mar 72
Note—6p.; Paper presented at the American Personnel and Guidance Association convention in Chicago, Illinois on March 27-31, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Career Planning, Curriculum, *Curriculum Development, Curriculum Planning, *Guidance, Guidance Functions, *Guidance Objectives, *High School Curriculum, Models, Student Centered Curriculum, Vocational Development

The author examines the field of guidance which he feels needs to become part of the school curriculum in order to achieve its objectives. This would be best accomplished by expanding the historical defintiion of curriculum to include: 1) knowledge in addition to, and other than, that provided by the disciplines; and 2) opportunities for the student to develop intelligence about his own unique self. The author sees the career education movement as providing a good opportunity for this development and feels that career education concerns can accommodate activities and purposes which are central to the fulfillment of the objectives of guidance. Career education must not be simply equated with education about jobs or with vocational-technical skill training; rather, it must be regarded as a way of constructing the process of schooling, not merely its outcome. (Author/SES)

ED 078 319 CG 007 302
Worchel, Stephen Arnold, Susan E.
The Effects of Censorship and Attractiveness of the Censor on Attitude Change.
Pub Date 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Patterns, *Censorship, *Cognitive Processes, College Students, *Communication (Thought Transfer), Psychological Patterns, *Psychological Studies, Reactive Behavior, Research Projects, Sanctions, Thought Processes, *Verbal Communication

This research studies the effects of censoring a communication, overriding the censor, and the attractiveness of the censor on the potential audience's attitude and desire to hear the communication. The subjects, 144 undergraduate psychology students, were told that a speech which they were to have heard had been censored by a positively, negatively or neutrally evaluated group. Results indicated that regardless of the attractiveness of the censor, censorship caused the audience to change their attitudes toward the position to be advocated by the communication and to increase their desire to hear that communication. The effects are discussed as resulting from the arousal of psychological reactance, which decreased when the censor was overriden and behavioral freedom was restored. Positively evaluated group censors changed subjects' attitudes away from the position advocated by the communication; negative group censors changed their attitudes toward the position of the communication. These results were interpreted as evidence of cognitive balancing. (Author/SES)

ED 078 320 CG 007 419
Isakson, Marne Moore, J. William
The Effects of Training of Analysis upon the Responding Style of Impulsive Children.
Pub Date 68
Note—55p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, *Behavior Change, Behavior Patterns, Cognitive Processes, *Educational Programs, *Elementary School Students, Error Patterns, Learning Processes, Logical Thinking, Males, Research Projects, *Self Control, Students, Thought Processes, *Training

The purpose of this research was to determine if training in analytic processing would increase the probability that subjects behaving impulsively prior to training would behave more reflectively following training. The study attempted to alter impulsive behavior in terms of number of errors by training identified impulsive boys to use component parts of stimuli. The pretest, a modified version of the Matching Familiar Figures (MFF), was administered to 34 second grade boys; three sets of materials were used to train these subjects in analytic relationships, detail recall, and detail matching. Results indicate that pupils classified as impulsives can, through training in analysis, be conditioned to behave more reflectively in terms of reduction of errors, and that training in analysis under conditions where time is allowed to vary does not lead to an increase in responding time. References and test figures are included. (Author/SES)

ED 078 321 CG 007 428
Kellman, Sheppard G. And Others
Strategies in Urban Community Mental Health.
Chicago Univ., Ill. Dept. of Psychiatry.
Pub Date 70
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Involvement, *Community Programs, Community Role, Community Service Programs, Elementary Schools, *Elementary School Students, Grade 1, Health Programs, *Mental Health, Mental Health Clinics, *Mental Health Programs, Program Descriptions, Program Development, Program Evaluation, Research Projects, Urban Areas, Urban Environment

The paper presents an outline for the development of a community mental health program based on assessment of a first grade population in an urban Negro neighborhood and involving a strategy that places primary emphasis on establishing ongoing community sanction and participation in policy-making. The strategy included the development of a community-wide system for the periodic assessment of specific subpopulations in the community; one that would give basic information for program development. The intervention program for a total population was based on the assessment of both qualitative and quantitative characteristics of need, while evaluation of the program involved periodic reassessment of needs in the total population. The intervention program was refined in light of the kinds and quantity of impact achieved by the program. Results of the study indicate that gaining and maintaining community sanction through citizen participation at both the policy-making and operational levels of human services is critical for the success of community wide programs. (Author/SES)

ED 078 322 CG 008 054
Grambs, Jean D.
Understanding Intergroup Relations.
National Education Association, Washington, D.C.
Pub Date 73
Note—32p.
Available from—National Education Association, Washington, D.C.; 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Group Experience, *Group Membership, Groups, *Human Relations, *Intergroup Education, *Intergroup Relations, Publications, Research, Research Utilization, School Attitudes, School Role, Social Integration, Social Relations, Teacher Attitudes, Teacher Responsibility, *Teacher Role

This booklet, drawing from research on intergroup relations, presents classroom teachers with those items which promise to be the most help to them. Research advances in intergroup relations are briefly discussed, while major portions of the booklet examine basic concepts in intragroup relations and intergroup concepts of particular significance to the school. Also included are discussions of the following: (1) ethnocentrism as part of group development; (2) the different types of intergroup relationships; (3) the restrictions of social controls; (4) the importance of group identity; (5) children's recognition of group differences and their degrees of prejudice, and; (6) the attitudes toward group differences which children learn. Finally, guidelines for schools to practice in intergroup education are presented. The importance of teacher objectivity is stressed and a number of school practices which may help to change basic discriminatory and other undesirable attitudes are recommended. Selected research and general references are included. (SES)

ED 078 323 CG 008 055
Griffin, Brenda S. Griffin, Charles T.
Differential Association and Marijuana Use.
Pub Date Apr 73
Note—22p.; Paper presented at the Midwest Sociological Society meeting (April 25-28, 1973, Milwaukee, Wisconsin)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Association (Psychological), Behavior, *Behavior Patterns, Behavior Problems, Behavior Theories, College Students, *Crime, Criminals, *Criminology, Delinquency, Delinquency Causes, *Delinquent Behavior, Delinquents, Drug Abuse, *Marihuana, Research Projects, Socially Deviant Behavior

Edwin Sutherland's differential association theory was posited to explain all types of criminal or delinquent behavior. While research efforts have generally been confined to a focus on general criminal or delinquent behavior of the individual, it appears that the theory may also be applied to specific criminal or delinquent acts such as marijuana use by the individual. A causal path model based upon Sutherland's theory was developed and operationalized with this emphasis. Two distinct processes of differential association (differential action association and differential attitude association) were suggested to explain the genesis of marijuana use for the individual. The data tended to lend support to the causal path model based upon Sutherland's theory of differential association. References and tables are included. (Author)

ED 078 324 CG 008 056
Haddox, Victor And Others
Development of an Instrument for Assessing Addict Rehabilitation Success.
Pub Date Sep 72
Note—7p.; Paper presented at the annual American Psychological Association convention (Honolulu, Hawaii, September 2-8, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, Drug Abuse, *Drug Addiction, Drug Education, Evaluation, Evaluation Methods, *Evaluation Techniques, Individual Characteristics, *Narcotics, *Personality Assessment, Personality Tests,

*Psychological Evaluation, Psychological Services, Psychological Tests, Psychometrics, Research Projects

The purpose of this study was to develop a psychometric evaluation technique which could be used to efficiently assess individual features of addiction treatment subjects which bear upon success of treatment. Previous administration of personality measures in two addiction treatment programs had revealed that successful and unsuccessful treatment subjects varied significantly on selected items of several evaluation instruments. Subjects prone to drop out of the programs prematurely were found to be more variable on these items than subjects whose attendance in the programs was stable. The findings held true for both a methadone maintenance program and a hypnotic-simulation therapy program, and the investigators concluded that the items formed a valid measure of addiction treatment subject characteristics which could be used to type subjects according to stability and hence, need for intensified supportive counseling. (Author)

ED 078 325 CG 008 061

Hill, Theodore A. And Others

The Ninth Grade Characteristics of Students Entering Different Tenth Grade Curricula: VDS Altoona Sample.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No—VDS-Monog-10

Pub Date Apr 73

Note—130p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Careers, Curriculum, *Curriculum Research, Longitudinal Studies, Occupational Information, School Personnel, *Secondary School Students, *Student Characteristics, Tables (Data), *Vocational Development, *Vocational Interests

Identifiers—VDS, *Vocational Development Study

This is the tenth monograph in the Vocational Development Study (VDS) series which has resulted from a continuing research effort conducted in the Department of Vocational Education at Pennsylvania State University. While the focus of the VDS Project is to develop a greater understanding of the vocational development process using longitudinal data gathered over a ten-year period, this report is intended primarily for the more applied needs of school personnel, especially in the state of Pennsylvania. The first section of the report describes the community (Altoona) and the ninth grade sample drawn from its environment. The second section describes the primary variables utilized in this report. The five curricula which were available for the ninth graders to choose as alternative high school paths are described; ninth grade characteristics from the cognitive, affective, and socioeconomic domains profiling these children are also examined. The final and major portion of the report contains suggestions for reading and using the tables and profiles which comprise the section. (Author/SES)

ED 078 326 CG 008 080

McLure, Gail T.

Sex Role Stereotyping and Evaluation: A Systems Approach.

Pub Date 25 Mar 73

Note—23p.; Paper presented at the North Central Association of Colleges and Secondary Schools (March 25-29, 1973, Chicago, Illinois)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Discriminatory Attitudes (Social), *Evaluation, Evaluation Methods, Females, Feminism, Research Projects, School Administration, School Attitudes, Schools, *Sex Discrimination, Social Attitudes, Social Change, Social Values, Stereotypes, Student Attitudes, Students, Student School Relationship, *Systems Analysis, *Systems Approach, Systems Concepts

The usefulness of applying the Context, Input, Process, and Product (CIPP) Evaluation Model to school systems or projects where social change is needed is examined. The author introduces a systems approach to the examination of sex stereotyping, using the CIPP evaluation model, and sketches briefly the relationship between this model and the problem of sex stereotyping. The paper further visualizes a school system and examines areas where institutionalized stereotyping may occur: in the formulation of goals and objectives; in the curriculum; in the allocation of such resources as time, money, staff, materials, and services; and in the teaching-learning situation itself. Finally, the paper argues the need for women in school administration posts; one, women need to be in positions to make decisions which would lead to the elimination of sex-stereotyping in schools, and thus in the larger society; and two, women should be equated with authority in the eyes of school children to the same extent as men are. (Author/SES)

ED 078 327 CG 008 089

Nichols, Donald Dean

Community Colleges, Health-Related Social Problems, and the Community Services Function.

Pub Date May 73

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Role, Community, *Community Colleges, *Community Health Services, *Community Service Programs, Community Services, *Health Programs, Junior Colleges, Research Reviews (Publications), Responsibility, Social Problems, Social Responsibility

The major objective of the persent research was to determine the degree of commitment to community service in the area of health related social problems on the part of public community colleges. Specifically, the study sought to determine if these institutions have a responsibility for assisting in the amelioration of health-related problems. The author examines a number of sources including "The Junior College Journal", statements from the President's Commission on Higher Education, and data from a national study on the extension of college services and expertise to the community, and concludes that there is considerable support for the direct involvement of the community college in the community. Further, the issue of community health concerns and health-related social problems receives noticeable citation in regard to the involvement of the two-year college. While there is little mention of the financial resources needed for support of such activities the continual appearance of this philosophical position implies a degree of monetary commitment. (Author/SES)

ED 078 328 CG 008 092

Peck, David

The Non-Membership Reference Group and Ego.

Pub Date May 73

Note—21p.; Paper presented at the Midwest Sociological Society meeting (May 3-5, 1973, Milwaukee, Wisconsin)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Group Behavior, *Group Dynamics, Group Experience, *Group Membership, *Group Norms, Group Relations, *Groups, Literature Reviews, Orientation, Perception, Self Concept, Social Influences, *Socialization

This research essentially presents an overview, historically and contemporarily, of the social-psychological concept of the reference group (or "other"), including theoretical and empirical literature reviews. Basic problems of definition and conceptual confusion are discussed. Concepts such as relative deprivation, anticipatory socialization, normative types, and extraneous variables involved in researching the reference non-membership group concept are also dealt with and suggestions made for future research. Rather specific, extensive treatment is given to Merton's perspectives and conceptual formulations regarding perception and reference groups. Merton's theory that non-members do not constitute a single homogeneous social category is extensively discussed in light of three variables: (1) eligibility-whether or not an individual is eligible to become a member; (2) orientation-how an individual views the group, i.e., positively, negatively or indifferently; and (3) membership-whether or not the non-member is oriented toward a closed or open group. References are included. (Author)

ED 078 329 CG 008 102

Strickler, Robert E.

Change in Selected Characteristics of Students Between Ninth and Twelfth Grade as Related to High School Curriculum.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No—VDS-Monog-14

Pub Date Jun 73

Note—101p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Careers, Curriculum, *Curriculum Research, Educational Experience, *Longitudinal Studies, Occupational Information, *Secondary School Students, *Student Characteristics, Student Development, *Vocational Development, Vocational Interests

Identifiers—VDS, *Vocational Development Study

The research reported in this monograph was conducted as a part of the longitudinal Vocational Development Study (VDS) undertaken by the Department of Vocational Education at Pennsylvania State University. The purpose of this project is to conduct ongoing longitudinal research focused upon uncovering the effects of the senior high school experience upon the development of youth. In the present study, comparisons are made between ninth and twelfth grade measures of occupational values, vocational maturity, post high school educational plans, and multiple aptitudes. The study examines the effects of both time and curriculum, thus contributing to both basic and applied vocational development research needs. The vocational development theorists would find the stability of the measured characteristics of most interest, while counselors and those involved in curriculum development would find the information concerning student characteristics and curricular involvement of particular value. (Author)

ED 078 330 CG 008 128

Hudson, C. H.

An Experimental Study of the Differential Effects of Parole Supervision for a Group of Adolescent Boys and Girls. Summary Report.

National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Pub Date Mar 73

Note—31p.; Summary of Ph.D. Dissertation, University of Minnesota (1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, Community Role, Corrective Institutions, Counselors, Crime, *Delinquency, Delinquent Rehabilitation, *Delinquents, Females, *Institutionalized (Persons), Males, *Parole Officers, Recidivism, Research Projects, Socially Deviant Behavior, Supervision, Youth, Youth Problems

This study was designed to assess whether randomly selected male and female parolees could do as well without formal parole supervision as under conventional parole supervision. In addition, the kind and amount of help sought out and received within the community by the respective experimental and control group subjects was examined. The characteristic of juvenile-aged parolees released from the two major correctional institutions in Minnesota are also reported. Data presented indicate that simple assigning cases on the basis of providing differential degrees of exposure to parole supervision did not have a significant positive impact upon the parole adjustment of the subjects. Implications for the parole worker or counselor include: (1) a more detailed look at the career of the offender and particularly as this develops out of interaction with elements of the criminal justice system; (2) the nature of the organizational contexts within which the helping work is purportedly being conducted; and (3) the nature of the helping work itself. (Author/SES)

ED 078 331 CG 008 129

Johnson, Ralph H. And Others

Evaluating Counselor Effectiveness Fact or Fallacy--Counselors Relate Equally Well to All Students.

Minneapolis Public Schools, Minn. Dept. of Guidance Services.

Pub Date 73

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling Effectiveness, Counselor Evaluation, Counselor Performance, *Evaluation, Evaluation Techniques, Measurement Techniques, Minority Groups, Noncollege Preparatory Students, *Secondary School Students, *Student Attitudes, Student Needs, Student Opinion, Surveys

In order to investigate counselor effectiveness in urban secondary schools, guidance personnel developed a ninth grade and a twelfth grade Counseling Accountability Questionnaire. Data collected were processed for city-wide and individual school results. Items dealing with help received and the reaction of students to their relationship with counselors were tallied as to student responses by sex, race, achievement level, plans after high school, and the number of interactions with counselors. Results show two trends: (1) minority students responded more positively than others; and (2) noncollege-bound students responded more positively than college bound. Little consistent difference was evident based on sex and on achievement level. Implications of the resulting data include the following: (1) individual counseling programs can be studied from the students' point of views, (2) staff development programs for counselors can be more efficiently planned to meet student needs; and, (3) student priorities concerning counseling services can be readily identified. (Author/SES)

ED 078 332 CG 008 167

Arutunian, Carol Ann

Case Studies in Practical Career Guidance, Number 3: Career and Educational Planning Program Pioneer Senior High School, San Jose, California.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—AIR-346-6-73-TR-3

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, *Course Descriptions, *Educational Planning, Guidance Objectives, High School Students, *Program Evaluation, *Student Needs

The purpose of the Career and Educational Planning Program, a nine-week course at Pioneer Senior High School in San Jose, California, is to help students assess their personal characteristics, study career opportunities, and set tentative long range goals. It is a good example of federal funds having a long-lasting impact on a school. The program has developed from an experimental, research project to an independent program run by the local school. Two other features are unique to this program: (1) a student needs assessment was conducted as part of the first step in designing the program and its results influenced program development and (2) formative and summative evaluations of the program were conducted. Other documents in this series are CG 008 165 through CG 008 166 and CG 008 168 through CG 008 176. (Author)

ED 078 333 CG 008 168

Scott, Thelma J.

Case Studies in Practical Career Guidance, Number 4: Career Guidance Program Hood River Valley High School, Hood River, Oregon.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—AIR-346-6-73-4

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, *Cluster Grouping, *High School Students, *Integrated Curriculum, Objectives, *Occupational Guidance, Program Design, Success Factors

The Career Guidance Program at Hood River Valley High School in Hood River, Oregon, is an integral part of the total school plan. The overall purpose of the program is to aid students in establishing realistic goals by providing necessary guidance and activities to carry out a flexible and individualized total school plan. Success of the program stems from the facts that the curriculum is totally clusterized with 17 career clusters; progress with the curriculum is based on demonstrating achievement of performance objectives written for modules of the 17 career clusters; and all staff members, including administrators, counselors, and teachers receive special training in the area of guidance and are responsible for guiding students through their career cluster requirements. Other documents in this series are CG 008 165 through CG 008 167 and CG 008 169 through CG 008 176. (Author)

ED 078 334 CG 008 169

Arutunian, Carol Ann

Case Studies in Practical Career Guidance, Number 5: Computerized Vocational Information System Willowbrook High School, Villa Park, Illinois.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—AIR-346-6-73-TR-5

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Oriented Programs, *Educational Opportunities, Employment Opportunities, Employment Qualifications, *Guidance Programs, High School Students, *Mobile Educational Services, *Occupational Information

The Computerized Vocational Information System (CVIS) at Willowbrook High School in Villa Park, Illinois, uses the computer as a tool to help each student explore a wide range of occupations and educational opportunities with some feedback from his own record of ability, achievement, and interest. Computer-based guidance systems are considered a unique approach in the guidance and counseling field. CVIS is of particular interest because it is the most comprehensive system, it has had the largest number of student users, the longest use span, and the largest number of installations. A unique and practical feature is that the system is easily transportable. School districts in all parts of the country have implemented the system and have formed a consortium to assist one another in updating, revising and extending the system as well as validating available evaluation data on CVIS. CVIS not only provides a guidance function, but also includes counselor/administrative functions and computer-assisted instruction, which makes the program cost/effective. Other documents in this series are CG 008 165 through CG 008 168 and CG 008 170 through CG 008 176. (Author)

ED 078 335 CG 008 170

Dayton, Charles W.

Case Studies in Practical Career Guidance, Number 6: Coordinated Vocational and Academic Education North Gwinnett High School, Suwanee, Georgia.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—AIR-346-6-73-TR-6

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Education, *Career Education, *Dropout Prevention, High School Students, Student Attitudes, Student Development, *Underachievers, *Vocational Education

Georgia's Coordinated Vocational and Academic Education (CVAE) Program is a statewide program administered with considerable local autonomy in approximately 125 high schools around the state. It serves underachieving students who are potential dropouts, providing them with career education through CVAE classes, interlocking career-related curricula in their academic courses, career and personal counseling, and work experience. Its goals are to develop positive attitudes toward work, other people, and the environment in unmotivated students and to keep potential dropouts in school and prepare them for a place the world of work as contributing citizens. Other documents in this series are CG 008 165 through CG 008 169 and CG 008 171 through CG 008 176. (Author)

ED 078 336 CG 008 171

Scott, Thelma J.

Case Studies in Practical Career Guidance, Number 7: Developmental Career Guidance Project Detroit Public Schools, Detroit, Michigan.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—AIR-346-6-73-TR-7

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, *Community Involvement, *Demonstration Projects, *Guidance Programs, *Occupational Guidance, Parent Participation, School Community Programs, Secondary School Students

The Developmental Career Guidance (DCG) project is a K-12 career guidance demonstration project operating at three high schools and 18 feeder schools in the Detroit Public School District. Directed from Wayne State University, DCG has centers at the high schools and each of the feeder schools. From the centers, students voluntarily can draw materials when they are seeking career-related information. The program provides students with a variety of project-related activities such as field trips, individual and small group counseling, career information assemblies, and a Negro History Week program. DCG project purposes include: (1) to increase student awareness of all phases of work, and (2) to help students develop a realistic and functional awareness of themselves as worthwhile human beings. A high degree of parent involvement and significant relationships with business and industries are unique features of the program. Other documents in this series are CG 008 165 through CG 008 170 and CG 008 172 through CG 008 176. (Author)

ED 078 337 CG 008 172

Helliwell, Carolyn

Case Studies in Practical Career Guidance, Number 8: Employability Development Team Cleveland Public Schools, Cleveland, Ohio.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—AIR-346-6-73-TR-8

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counseling Services, *Dropout Prevention, *Employment Potential, *Employment Qualifications, Occupational Guidance, *Occupational Information

The Employability Development Team of the Cleveland Public Schools is a pilot program to meet the special needs of selected, dropout-prone students. An Occupational Adviser (counselor) and several paraprofessionals offer these students extensive counseling services, a work preparation course, and job placement. The general goal of the program is to reduce the annual influx of disadvantaged youth into the jobless labor pool by increasing their employment potential and encouraging them to remain in school. Other documents in this series are CG 008 165 through CG 008 171 and CG 008 173 through CG 008 176. (Author)

ED 078 338 CG 008 173

Scott, Thelma J.

Case Studies in Practical Career Guidance, Number 9: Job Development Program Cleveland Public Schools, Cleveland, Ohio.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—AIR-346-6-73-TR-9

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Planning, *Employment Opportunities, High School Students, Job Development, *Job Placement, *Occupational Guidance, *School Industry Relationship

The Job Development Program of the Cleveland School District is an alternative program offering guidance and placement assistance to students seeking employment on completion of high

school. The program emphasizes: (1) guiding students to make decisions about their career goals, (2) assisting students to develop and maintain basic skills needed for their career choices, and (3) finding jobs for all graduates at the job-entry level. Success of the program stems from the fact there has been an increased commitment of surrounding industries to helping the program achieve its objectives. Other documents in this series are CG 008 165 through CG 008 172 and CG 008 174 through CG 008 176. (Author)

ED 078 339 CG 008 174
Helliwell, Carolyn
Case Studies in Practical Career Guidance, Number 10: Kimberly Guidance Program Kimberly High School, Kimberly, Idaho.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No—AIR-346-6-73-TR-10
Pub Date Jun 73
Contract—OEC-0-72-4986
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Education, *Developmental Guidance, *Guidance Programs, Occupational Guidance, *Rural Schools, *Teacher Guidance, *Vocational Development
The Kimberly Guidance Program is an example of the type of program that can be implemented in a small rural school district. Teachers aid the counselor by introducing career development units in their classrooms. The main goal of the program is to develop a model of a guidance program to serve students in grades K-12 that is developmental in nature and includes all aspects of the school. Other documents in this series are CG 008 165 through CG 008 173 and CG 008 175 through CG 008 176. (Author)

ED 078 340 CG 008 175
Dayton, Charles W.
Case Studies in Practical Career Guidance, Number 11: Lenawee (Placement) Vocational-Technical Center and Placement Program, Adrian, Michigan.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No—AIR-346-6-73-TR-11
Pub Date Jun 73
Contract—OEC-0-72-4986
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—County Programs, *Employment Opportunities, *High School Students, *Job Placement, Job Training, *Vocational Education, *Work Experience Programs
The Lenawee Vocational-Technical Center (Vo-Tec Center) and accompanying Placement Office are a combined vocational school, work experience program, and placement service. Serving the 3,500 students in the 12 feeder high schools in the county, about half of whom attend the Vo-Tec Center, the Placement Office boasts 100% placement of students in a county with relatively high unemployment. The goals of the Placement Office are to assist area youths in their search for employment in occupations related to the fields for which they have been trained and to establish a communications center for all persons connected with any aspect of employment related to the Center. Other documents in this series are CG 008 165 through CG 008 174 and CG 008 176. (Author)

ED 078 341 CG 008 176
Wolff, Jurgen M.
Case Studies in Practical Career Guidance, Number 12: Occupational Learning Center Syracuse City School District, Syracuse, New York.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No—AIR-346-6-73-TR-12
Pub Date Jun 73
Contract—OEC-0-72-4986
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Alternative Schools, Basic Skills, Decision Making, Employment Qualifications, High Schools, *Individualized Programs, *Noncollege Preparatory Students, *Student Development, *Vocational Education
The Occupational Learning Center Program is an alternative high school experience for young people who are academically or socially unable to cope with the regular high school program. The curriculum includes development of basic skills, vocational development, personal and vocational counseling, and job placement and follow-up. Each student works at his or her own pace on individual assignments to complete the requirements of the program, which include successful performance on a job. The programs allows students to complete high school and develop career-related skills, thus preparing them for further education or for the world of work. Other documents in this series are CG 008 165 through CG 008 175. (Author)

ED 078 342 CG 008 213
Peck, Robert F. And Others
Coping Styles and Achievement: A Cross-National Study of School Children: Volume V of VII Volumes (5A and 5B): A Replication Study of Coping in Eight Countries.
Texas Univ., Austin. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.; Texas Education Agency, Austin. Dept. of Occupational and Technical Education.
Bureau No—BR-5-0122
Pub Date Apr 73
Contract—OEC-5-85-063
Note—1760p.
EDRS Price MF-$0.65 HC-$59.22
Descriptors—Adjustment (to Environment), *Behavior Patterns, Behavior Rating Scales, Children, *Cross Cultural Studies, *Cultural Interrelationships, Individual Characteristics, *Longitudinal Studies, *Measurement Instruments, Values
The Cross-National Study of Coping Styles and Achievement was designed to develop a conceptual system for describing effective coping behavior in several cultures; to develop measures of coping style and coping effectiveness which would be uniformly applicable in the various cultures; and to determine the relationship of such coping behavior to academic, social and vocational values in each country. The first two objectives were successfully met during the first two years of the study. A diversified battery was then developed for assessing these characteristics among children in the several countries. Volume II described results of applying that battery to 6,400 children in seven countries in 1965-1966. A revised battery was then applied to a new sample of 3,600 children in eight countries during 1968-1969: England; Italy; Japan; Mexico; West Germany; Chicago and Austin, Texas, U.S.A. This volume, the fifth of seven, reports the findings from the 1968-1969 sample and compares them with the findings from the 1965-1966 sample. A cross-national analysis describes those characteristics which showed unique national patterns. The final section of this volume discusses some major implications of the findings for educational and social practice. (Author/CJ)

ED 078 343 CG 400 075
Walz, Garry R., Ed. And Others
Impact: The Magazine for Innovations and Change in the Helping Professions. Volume 2, Numbers 4-5.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date Jul 75
Contract—OEC-3-6-00248701579-(010)
Note—99p.
Available from—Impact, P.O. 635, Ann Arbor, Michigan 48107 ($6.00 per yearly subscription, $1.75 per single issue-make checks payable to the University of Michigan)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *Changing Attitudes, *Counseling Effectiveness, Females, *Helping Relationship, *Periodicals, Sex Education, *Sexuality
This combined issue of Impact (regularly a bimonthly magazine) focuses on human sexuality, and ways in which helping professionals can be of most assistance to clients who are concerned about their adequacies or inadequacies in the sexual area. Areas covered include teenage sexuality, homosexuality, mixed marriages, and changing sex roles. Consultation and "underground news" are among regular features presented. (CJ)

ED 078 344 CG 400 080
Walz, Garry R., Ed. And Others
Communique: Resources for Practicing Counselors, Volume 2 Number 9.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date Jun 73
Contract—OEC-3-6-00248701579-(010)
Note—8p.
Available from—ERIC/CAPS, School of Education Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 ($0.75 per copy and $3.75 for ten issues)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counselor Role, *Elementary School Counseling, *Newsletters, Nonprofessional Personnel, *Occupational Clusters, *Research Reviews (Publications)
This issue of a monthly publication directed toward practicing counselors focuses on practical applications for counselors of Hollands' Classification of Occupations. Also featured is a discussion on counselor tasks and responsibilities in the utilization of support personnel. Regular topics covered include recent research findings, and news of general interest to counselors. (CJ)

ED 078 345 CG 400 081
Walz, Garry R., Ed. And Others
Communique: Resources for Practicing Counselors, Volume 2, Number 10.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date Jul 73
Contract—OEC-3-6-00248701579 (010)
Note—8p.
Available from—ERIC/CAPS, School of Education Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 ($0.75 per copy and $3.75 for ten issues)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling Services, *Elementary School Guidance, *Newsletters, *Occupational Guidance, *Research
This issue of Communique features in its major article, activities for elementary school guidance, including role playing, word games, and career units. Regular features of the monthly newsletter are also presented: (1) new materials; (2) matters of interest to helping professionals; and (3) research findings. (CJ)

ED 078 346 CG 400 082
Walz, Garry R., Ed. And Others
Readings: The APGA/Impact Workshop on Career Development and Career Guidance. Selected Readings and Annotated Bibliography from Research in Education.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date Jun 73
Contract—OEC-3-6-00248701579-(010)
Note—351p.
Available from—ERIC/CAPS, School of Education Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 ($5.00 per copy)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Annotated Bibliographies, *Guidance Programs, *Literature Reviews, *Occupational Guidance, *Vocational Development
Identifiers—APGA/Impact Workshop
A selection of readings in the areas of career guidance and career development featuring programs at K-12, junior college, college level and for special populations plus annotated bibliography of articles and documents. All selections are from ERIC/CAPS RIE input and local file. (SK)

CS

ED 078 347 CS 000 504
Figurel, J. Allen, Ed.
Forging Ahead in Reading. Proceedings of the 12th Annual Convention of the International Reading Association, Volume 12, Part 1.
International Reading Association, Newark, Del.
Pub Date 68
Note—639p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 411, $6.00 non-member, $5.00 member)
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Beginning Reading, College Students, *Conference Reports, Curriculum Development, Developmental Reading, Elementary Grades, Linguistics, *Reading, *Reading Processes, *Reading Research, *Reading Skills, Secondary Schools
This book contains the featured addresses of the International Reading Association convention held in Seattle, Washington. Also included are sections on instruction in reading, curriculum and organization, teacher education, special interest areas, and research on the psychology and sociology of reading, the pedagogy of reading, linguistics in its application to reading, and the application of research to classroom situations. The papers here presented represent broad viewpoints on the teaching of reading at all levels, from kindergarten through college and graduate school. The reading of any one paper is not a prerequisite for reading another, although reading related papers will serve as background for evaluation. The three companion publications are Part 2, Ivory, Apes, and Peacocks: The Literature Point of View; Part 3, A Decade of Innovations: Approaches to Beginning Reading; and Part 4, Perception and Reading. (WR)

ED 078 348 CS 000 522
Stieglitz, Ezra Louis
Developing Competency Based Teacher Education Resource Modules in Individualizing Instruction and Treatment of Special Reading Difficulties.
Pub Date 72
Note—222p.; Ph.D. Dissertation, University of Pittsburgh
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73,4033, $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Individualized Instruction, Individualized Reading, *Performance Based Teacher Education, Preservice Education, Reading, Reading Difficulty, *Reading Instruction, *Reading Research, *Teacher Education, Teacher Education Curriculum
Identifiers—*Instructional Modules
The purposes of this study were (1) to develop and evaluate resource modules in the areas of treating reading difficulties and individualizing instruction to be used in a competency based teacher education program in reading and (2) to determine whether an instructional portion of the reading difficulties module could effectively be implemented in a field test situation. Advisory panels comprised of experts in the field of reading provided the inputs necessary for the development of the tentative and final forms of the two modules. The Reading Difficulty module was field tested at the University of Pittsburgh using eleven female full-time students in the master's program in reading. The field test results indicated that (1) students reacted favorably to the program, (2) students entered the module with a limited number of skills, (3) students progressed through the program at different rates, and (4) most of the competencies were attained by the students in the final weeks of the pilot study. (Author/TO)

ED 078 349 CS 000 523
Frauley, Ronald Franklin
Relationship Among Receptive Language Skills, Type of Second Language Acquisition Program, and Reading Achievement.
Pub Date 72
Note—128p.; Ed.D. Dissertation, State University of New York at Albany
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31,768, MF $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*English, *Grade 1, Italian, Language Instruction, *Language Programs, Language Skills, *Reading Readiness, Reading Skills, *Receptive Language, Teachers
The purpose of this study was to investigate the relationship among receptive language skills, type of second-language acquisition program, and reading skills among Italian speaking first grade students in the English schools of Montreal, Canada. Half of the fourteen teachers and their classes were randomly assigned to the Richards-Gibson structured language program and the other half were assigned to the Ginn Kit A unstructured language program for eight weeks. During the next eight weeks both groups followed the Ginn Readiness program and then the Faith and Freedom Reading Series for the rest of the school year. It was concluded that neither treatment was more influential than the other in developing receptive language, reading readiness skills, or reading skills. The teachers may have been an important variable influencing the programs, and it is possible that most of these pupils need longer than eight weeks to develop receptive language skills. (Author/DI)

ED 078 350 CS 000 525
Miller, Dick Dale
A Comparison of Two Approaches to the Teaching of Reading to Navajo Indian Students.
Pub Date 72
Note—85p.; Ed.D. Dissertation, Utah State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-948, $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Ethnic Groups, Reading Ability, *Reading Instruction, Reading Processes, *Reading Research, *Reading Skills, Self Concept, Sex Differences
The purpose of this study was to compare the reading ability and attitudes toward reading of students who have received instruction in reading in the Learning Dynamics Institute (LDI) program with students who have received instruction in reading in the Reading Clinic of Intermountain School. Two groups of 150 students were matched according to sex, age, and reading ability. The control group was instructed for an eighteen-week period by the Reading Clinic Approach, and the experimental group took instruction for an eighteen-week period by the LDI approach. Pretests and posttests were used for the purpose of evaluating performance. Among the questions to be answered were the following: (1) Is there a difference in reading ability between the two groups? (2) Is there a difference in the mean growth in reading ability between: Total boys in both groups compared with total girls in both groups? Boys in the control group compared with boys in the experimental group? Girls in the control group compared with girls in the experimental group? (3) Is one program more successful than the other in increasing study skills? Analyses of covariance indicated that there were no significant differences for any of the questions. (Author/WR)

ED 078 351 CS 000 526
Briggs, Barbara Carter
The Effectiveness of the Sound Reading Program with the Culturally Disadvantaged.
Pub Date 72
Note—151p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-183, MF $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Grade 1, Grade 2, Reading, Reading Ability, Reading Achievement, Reading Comprehension, *Reading Instruction, *Reading Materials, Reading Programs, *Reading Research, *Reading Skills, *Rural Youth
The purpose of this study was to determine the relative effectiveness of a programed linguistically-based reading approach with an eclectic approach when used with disadvantaged children in grades one and two in a rural county of northern Florida. The children, 137 first and second grade students, were stratified according to sex and race and randomly assigned to a control or experimental group. The experimental subjects worked with the Sound Reading Program for one hour each school day over a three-month period. The control group continued in the regular reading program. There was no evidence found to indicate that the treatment was effective for grade one, but the treatment was found to be effective for grade two in both comprehension and word recognition. (Author/WR)

ED 078 352 CS 000 527
Fransecky, Roger Barnum
A Multivariate Study of a Visual Literacy Training Strategy for Extending Language Study in Elementary Classrooms.
Pub Date 72
Note—106p.; Ph.D. Dissertation, University of Cincinnati
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31,744, MF $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Instructional Program Divisions, Reading, *Reading Ability, *Reading Research, *Reading Skills, Sex Differences, *Verbal Ability, *Visual Literacy
This study was conducted in an attempt to analyze the nature of a visual literacy, or a group of vision competencies a human being may develop by seeing and at the same time integrating other sensory experiences. The study also examined the relationship between visual experiences and the verbal behaviors associated with visual experiences. The main problem of the study was the attempt to analyze the effectiveness of a pupil and teacher training methodology, and the variance between reading performance and visual/haptic sense in treatment and nontreatment groups. The tests of the main hypothesis were based on a multivariate analysis of covariance. The following conclusions were drawn from the study: (1) the study did provide a useful method to analyze the interactions between grade level, sex, and treatment; (2) learning is facilitated when a learner's attention is drawn to stimulation sequences; (3) the development of the ability to engage in visual communications activities is related to the development of verbal literacy; and (4) more precise instruments are needed to measure the interactions between visual literacy experiences and verbal performance. (Author/WR)

ED 078 353 CS 000 528
Bildman, Joan Lange
A Study of Child-Adult Relationships as Revealed in Selected Contemporary Picture-Storybooks for Children in the Primary Grades.
Pub Date 72
Note—501p.; Ed.D. Dissertation, Columbia University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23,688, MF $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Books, *Childrens Books, *Child Role, Environmental Influences, *Primary Grades, *Reading, Reading Interests, Reading Materials, *Reading Research
The purpose of this study was to discover the images of child-adult relationships that are being portrayed in picture-storybooks for children in the primary grades. One hundred picture-storybooks were selected for analysis. Fifty picture-storybooks were selected from recommended book lists and fifty were hand-picked from the shelves of a public library. The criteria established for selection was that a storybook had to present a main theme of child-adult relationships, although other themes could parallel this theme. Each book also had to be published between 1950 and 1970 and had to be suggested for children between the ages of six and nine. Each storybook was analyzed through the use of twenty key questions which dealt with three areas of concern: the image of the six-through-nine year old, aspects of interaction between child and adult, and the interplay of the environment on the interactions. Some of the results indicated: (1) the six through nine year old is more often presented as a member of a middle-class, intact family; (2) storybook children seldom attempt to identify with an adult; (3) the most frequent level of interaction between child and adult is the cognitive; and (4) the environment plays a part in the type of relationship developed between a child and an adult. (Author/WR)

ED 078 354 CS 000 536

Klare, George R.

Factors Relating to Correspondence and Other Non-Traditional Instruction: The Role of Readability.

Pub Date Feb 73

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Readability, Reading, Reading Ability, Reading Difficulty, Reading Level, *Reading Materials, *Reading Research, *Reading Skills

The variables used in most readability formulas consist of counts of language elements which highly relate to comprehension scores on passages of a wide range of difficulty. The variables most often used are some measure of word difficulty and yield an index score representing the style difficulty of the passages to which they are applied difficulty at certain times and for certain purposes, but not at other times. What is needed, as indicated by the author, is better specification of when and under what conditions readability measures are likely to be predictive. The reader's level of performance, including his comprehension, speed of reading, and depth of reading, is a function of his level of competence. These interact with the reader's level of motivation, which in turn interacts with the readability level of material. (WR)

ED 078 355 CS 000 538

Sherwood, Charles Frederick

A Paradigm for Teacher-Education in Reading Instruction Based upon the Perceptions of Selected Elementary Teachers in Dade County, Florida.

Pub Date 72

Note—214p.; Ed.D. Dissertation, University of Miami

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-5831, MF $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Elementary Schools, *Elementary School Teachers, *Ethnic Groups, Inservice Programs, Preservice Education, Reading, *Reading Instruction, Reading Programs, *Reading Research, *Teacher Attitudes

The purpose of this study was to develop a program for preservice preparation of elementary classroom teachers of reading for the triethnic schools of Dade County, Florida. This purpose had three aspects: (1) to investigate attitudes of teachers toward the three major groups in the county--whites, blacks, and Cubans; (2) to determine the components in an undergraduate reading methods program that were perceived as vital by a majority of inservice teachers; and (3) to determine whether teachers of different groups perceived varying needs in their own preparation for teaching reading that should be considered in improving an undergraduate program. A sample of 131 teachers was drawn from six elementary schools and a Likert-type questionnaire was administered to them. A Semantic differential scale was used to assess teachers' attitudes toward their pupils and a sentence completion instrument provided open-ended stimuli for reactions to preparation, programs, materials, and administrative factors. The results indicated that there were no significant differences in teachers' attitudes toward the three ethnic groups, but that teachers of children in the predominantly black schools differed from their colleagues in that they expressed a need for greater understanding of their pupils' emotional, developmental, and behavioral problems. (Author/WR)

ED 078 356 CS 000 541

Seifer, Gilbert

The Effects of Three Treatment Procedures upon Attitude Toward Reading and Reading Behaviors.

Pub Date 71

Note—78p.; Ph.D. Dissertation, Hofstra University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-7885, MF $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Elementary Grades, *Motor Development, *Peer Teaching, Reading, Reading Ability, Reading Improvement, Reading Research, Reading Skills, *Remedial Reading, Retarded Readers, *Student Attitudes

Three treatment procedures were administered during a ten-week experimental period to determine their effect upon elementary school pupils' attitudes toward reading and reading related behaviors. Ninety-six subjects were selected on the basis of average intellectual ability, a reading disability indicating a discrepancy between grade level and reading level of approximately eight months or more, and freedom from severe physical or emotional impairment. Three treatment groups (motor training, listening to stories, and peer teaching) were formed at each level, primary and intermediate. The first treatment procedure, motor training, was designed to increase neurological organization. The second treatment procedure, listening to stories, moved the subjects closer to reading, but did not require participation involving recall of information or evaluation of the materials presented. The third treatment procedure, peer teaching, came closest to an actual remedial reading situation. Analysis of variance of the posttest scores indicated no significant differences in the effects of the treatment procedures. It was concluded that the subjects' attitudes toward reading were not significantly affected by the experimental interventions. (Author/WR)

ED 078 357 CS 000 543

Gill, Patrick Ralston

An Experimental Investigation of a Technique for Predicting Gains from a Special Reading Program.

Pub Date 72

Note—84p.; Ph.D. Dissertation, Washington State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-49, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Grade 6, Grade 7, Grade 8, Reading, *Reading Clinics, Reading Programs, *Reading Research, *Reading Skills, *Reading Tests, *Remedial Reading

This study was an experimental investigation designed to ascertain the effectiveness of a technique for predicting student success in a special reading program. The disparity between a student's score on a reading test taken silently and his score on an equivalent form which was read orally by the investigator as the student read it silently was used to predict his achievement in reading. The subjects were 119 sixth, seventh, and eighth grade students enrolled in special reading classes. The intermediate and advanced batteries of the Metropolitan Achievement Test: Reading were administered as a pretest. Two days later an equivalent form of the same test was administered, with the administrator reading the test orally as the subjects read it silently. Three months later a third equivalent form of the same test was administered as a posttest. The findings indicated that the technique investigated was of at least limited value in predicting student success in a special reading program. The stanine deviation scores were found to be of more value as predictors than were the raw deviation scores, and groups composed of students with stanine deviation scores of three or more had greater mean achievement scores than did the other groups. (Author/WR)

ED 078 358 CS 000 544

White, Mary Lou Usery

Structural Analysis of Children's Literature: Picture Storybooks.

Pub Date 72

Note—227p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms. A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,136, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Illustrations, *Literary Analysis, Literary Styles, Reading, Reading Instruction, *Reading Materials, *Reading Research, Recreational Reading, Story Reading

This study was based on the idea that a structural analysis of picture storybooks might offer implications for the use of structural criticism in the teaching of children's literature. One hundred picture storybooks were analyzed inductively for certain basic components of plot structure which were termed actions. The analysis of the books revealed twenty-eight actions, categorized into six groups: aspiration, travel, quest, information, deed, and goal. The actions were related, making it possible to note certain groupings of actions: plot segments were defined as two or more consecutive actions that formed a logical and sequential unit within the plot; compounded actions were defined as two or more duplicate actions that followed each other consecutively and were bound together as plot segments; patterns of recognition were defined as the reappearance of the same segments of compounded actions in a given book. Picture storybooks were not able to be classified as a closed group within literature on the basis of this study's structural analysis. Certain subgroups of actions were found to be classifiable as closed groups based on structural features. (Author/WR)

ED 078 359 CS 000 547

Taylor, Hazel Scott

An Analysis of the Effects of a Selected Program of Listening on Reading Increments of Third Grade Children.

Pub Date 72

Note—127p.; Ed.D. Dissertation, Texas Tech University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4077, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Auditory Discrimination, Decoding (Reading), Elementary School Students, Grade 3, *Listening, *Listening Comprehension, Listening Habits, *Reading Achievement, Reading Skills, Sex Differences, Structural Analysis, *Study Skills, Vocabulary Development, Word Study Skills

The purpose of this study was to determine the effectiveness of a concentrated program of listening experiences administered via tape recorded materials to Texas third graders over a 30 week period. Additionally, the study sought: (1) to determine and compare the reading achievement of the experimental group using the listening program and the control group, (2) to determine whether participating pupils would show a significant increase in total achievement when compared to control pupils, and (3) to determine whether sex and level of achievement were contributing factors in the amount of gain in reading achievement. The Science Research Associates programs, "Listening Skill Builder Program" and "Listening Program," and the Audio Reading Progress Laboratory were used as instructional materials. Each listening lesson was approximately fifteen to twenty minutes. Analysis of pretest and posttest results revealed the following conclusions: (1) Experimental group children made significantly greater gains on standardized achievement tests as a group and also in most subgroup comparisons than control group children. (2) Sex does not seem to influence benefits gained from a listening program. (3) Children in the lower and middle achievement groups seemed to profit most from the planned listening lessons. (Author/TO)

ED 078 360 CS 000 554

Gadway, Charles J.

Gleaming Significant Facts from Passages: Theme 5, Reading.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—R-02-R-05

Pub Date May 73

Note—225p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($2.60)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Community Characteristics, *Content Reading, *Critical Reading, Geographic Regions, *National Surveys, Racial Differences, Reading Development, Reading Research, *Reading Skills, Sex Differences

Identifiers—*National Assessment of Educational Progress

Line-by-line narrative passages such as those found in stories, poems, or magazine and newspaper articles were used in this fifth section

of an eight-part series on reading skills. The purpose of "Theme 5" was to assess the ability of 9-, 13-, and 17-year-old and young adult (26-35) readers to glean those facts which support an author's main idea or the topic of a passage. Four types of exercises required the reader to: (1) recognize factual information, (2) relate one fact to another without reference to the main idea, (3) relate a single fact to the total message, and (4) retain factual information for a short period of time. The report contains exercises used and results obtained for each of the four age groups as well as a section comparing age groups; results for subjects are also broken down according to region, sex, color, parental education, and size and type of community. (Some sample exercises and charts will have poor reproducibility because of type size.) (MF)

ED 078 361 CS 000 560
Morrison, James B., Jr.
The Prediction of Reading Achievement in Grade One.
Pub Date 72
Note—97p.; Ed.D. Dissertation, Boston University School of Education
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,452, MFilm $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, *Grade 1, *Reading Achievement, *Reading Diagnosis, Reading Level, Reading Readiness, *Reading Tests

The purpose of this study was to devise a simple instrument that could be helpful in predicting reading success by classroom teachers and school administrators who are not experts in the field of reading. The subjects, 190 randomly selected first graders, were given "Alphabet" and "Numbers" of the Metropolitan Readiness Tests and "Information" and "Sentences" of the Wechsler Preschool and Primary Scale of Intelligence in the fall of 1969; in the spring of 1970 they took "Word Reading" and "Paragraph Meaning" of the Stanford Achievement Test, Primary Battery. A prediction equation was derived from the data on 96 of the children and then tested on the remaining group of 94. It was concluded that, when extreme scores are eliminated, a reading equation may be used to predict with approximately 85 percent accuracy which subjects will fall below a specific reading index or within a specified reading index range. Such a tool should not, however, be the sole basis for decision making, since such factors as social and emotional maturity, a child's readiness, and his mental age must be taken into account. (Author/MF)

ED 078 362 CS 000 561
Stillion, Judith Ann Morton
The Relationship Between Student Perception of School Environment and Reading Achievement in the Elementary School.
Pub Date 72
Note—155p.; Ph.D. Dissertation, The University of Alabama
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-8058, MFilm $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Grade 5, Intelligence Quotient, Perception, *Reading, *Reading Achievement, Reading Improvement, Reading Instruction, *Reading Research, *Reading Tests, Student Attitudes

The purpose of this study was to measure the interrelationships of students' perceptions of their school environment, IQ, and teacher ratings of students as they correlate with reading achievement. An Environmental Press Instrument (EPI) consisting of four subtests measuring View of Self, View of School, How I Think My Teacher Views Me, and How I Think My Classmates View Me was constructed. Scores on the California Test of Mental Maturity and the California Achievement Test, Reading Section were used as measures of ability and achievement. The sample consisted of 161 fifth grade students. Some of the null hypotheses were: (1) there are no statistically significant differences between scores made on subtests of the EPI, (2) there are no statistically significant differences on items of each subtest, (3) there are no statistically significant relationships between the performance on the EPI and the reading achievement scores, and (4) utilization of the EPI subscores as predictor variables along with IQ and the teacher ratings does not increase the ability to predict the variance of the final reading achievement score. All of the hypotheses were rejected. (Author/WR)

ED 078 363 CS 000 562
Solso, Robert L. , Ed.
Contemporary Issues in Cognitive Psychology: The Loyola Symposium.
Pub Date 73
Note—348p.
Available from—Halsted Press, A Division of John Wiley & Sons, Inc., 605 Third Avenue, New York, N. Y. 10016 ($12.95)
Document Not Available from EDRS.
Descriptors—Adolescents, *Behavioral Science Research, *Cognitive Processes, Information Processing, Memory, *Models, Moral Values, Perception, Problem Solving, *Psychology, Psychopathology, Schizophrenia, Stimulation, Verbal Communication, Visual Perception

Contributions in the first section of this volume are: "Learning to Identify Toy Block Structures" by Patrick Winston; "Beyond the Yellow-Volkswagen Detector and the Grandmother Cell: A General Strategy for the Exploration of Operations in Human Pattern Recognition" by Naomi Weisstein; "Visual Recognition in a Theory of Information Processing" by Richard M. Shiffrin and Wilson S. Geisler; "The Structure of Memory and the Process of Solving Problems" by James G. Greeno; "Memory, Knowledge, and the Answering of Questions" by Donald A. Norman; and "-Cognition: Natural and Artificial" by Michael I. Posner. Section two contains the following articles: "Limiting the Flood of Stimulation: A Protective Deficit in Chronic Schizophrenia" by William E. Broen, Jr.; "Cognition in Delay of Gratification" by Walter Mischel; "Adolescent Conflict in the Development of Moral Principles" by Elliott Turiel; "Integrating the Information in Referential Messages" by Melvin Manis and Louis van Rooijen; "Selection Strategies in Concept Attainment" by Patrick R. Laughlin; and "-Some Forms of Cognition: A Critical Analysis of Several Papers" by L. E. Bourne, Jr. References are appended to each contribution; the volume also contains two informal discussions held with the authors of sections one and two. (MF)

ED 078 364 CS 000 565
Matter, Betty R. And Others
A Series of Research Reports on the Use of LEARNING 100 at Harrisburg State Hospital, September 1970-September 1971, Research and Information Report No. 6.
Educational Developmental Labs., Inc., New York, N.Y. Research Dept.
Pub Date Jul 72
Note—33p.
Available from—EDL/McGraw-Hill, 1221 Avenue of the Americas, New York, N. Y. 10020 (Single copies free upon request)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, Comprehension Development, *Individualized Programs, *Institutionalized (Persons), Listening Skills, *Mental Illness, *Programed Materials, Psychiatric Aides, Psychiatric Hospitals, Reading Skills, Social Relations
Identifiers—*Learning 100

"Learning 100" was used to assist chronic institutionalized mental patients in acquiring or recovering the skills needed for maintaining social interactions on the ward, listening to and comprehending radio and television broadcasts, reading newspapers--including classified advertisements, writing letters on personal business, and performing the necessary reading skills to hold an unskilled position. "Learning 100" was selected with the hopes of: (1) maintaining patients' attention, (2) providing a highly systematic, repetitive mode of presentation, (3) permitting a wide use of supplemental materials and small-group and teacher-directed activities, and (4) providing a system capable of instructing part of the time with little supervision by a certified teacher. The first report in this booklet contains the project proposal; the second report describes methods, procedures, and results of the study for the 46 patients involved; a word picture of some of the dramatic changes in behavior among the patients, indicating in some detail that the goals of the research project are in large part being met, is presented in the third report; and the fourth report discusses the use and growth of the psychiatric aides as managers of an individualized instructional program. (MF)

ED 078 365 24 CS 000 567
Dick, A. O.
Utilization and Organization of Visually Presented Information. Final Report.
Rochester Univ., N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-0371B
Pub Date 15 Mar 73
Grant—OEG-2-710371B
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cognitive Processes, Illumination Levels, *Information Processing, Learning, *Memory, *Models, *Reading Research, Recall (Psychological), Tachistoscopes, Visual Perception

The experiments discussed in this report do not have a direct relationship to each other but represent work on a series of sub-issues within the general framework of visual processing of information. Because of this discreteness, the report is organized into a series of papers. The first is a general review of tachistoscopic work on iconic memory and issues related to iconic memory. Following this paper are reports of seven experiments. (Eleven experiments were carried out, but a number of these were follow-up studies and therefore have been incorporated into the discussions of the original experiments.) The topics of the seven experiments are: (1) iconic memory: effects of luminance and cue modality; (2) a developmental experiment on order of report and scanning mechanisms; (3) iconic memory and types of visual cues; (4) iconic memory for letters and geometric forms; (5) binocular and dichoptic cuing in iconic memory; (6) parallel and serial processing in tachistoscopic recognition: two mechanisms; and (7) the role of verbalization in tachistoscopic recognition. (WR)

ED 078 366 24 CS 000 569
Johnson, Simon
A Survey of Reading Habits: Theme 4, Literature.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—R-02-L-04
Pub Date May 73
Note—157p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Attitude Tests, Community Characteristics, Geographic Regions, *Literature Appreciation, *National Surveys, Racial Differences, Reading Development, *Reading Habits, Reading Interests, Reading Research, Sex Differences
Identifiers—*National Assessment of Educational Progress

Provided by the National Assessment of Educational Progress are the exercises in and results of a survey to determine attitudes toward literary instruction and to discover what types of literature individuals read and how often they read. Overall national results and results for such categories as region, sex, color, parental education, and size and type of community are given for the four age groups involved--9 year olds, 13 year olds, 17 year olds, and adults (26-35). (Statistical data in Appendix A. p.147-261 is omitted because small type is nonreproducible.) (MF)

ED 078 367 CS 000 575
Harris, Larry A. Smith, Carl B.
Reading Instruction through Diagnostic Teaching.
Pub Date 72
Note—497p.
Available from—Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N. Y. 10017 ($10.75 cloth)
Document Not Available from EDRS.
Descriptors—*Developmental Reading, Elementary Grades, Readiness, Reading, Reading Ability, Reading Achievement, Reading Comprehension, Reading Diagnosis, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Skills, Recreational Reading

This book is organized around the skills a reader needs to move from a beginning reader to one with the ability to evaluate and synthesize. Part I presents an overview of the book and discusses the factors that promote individualization of instruction, it also includes a model of the reading process. Part 2 discusses the four main components of a classroom reading program: instructional systems for teaching reading, instructional materials for the classroom reading program, organizational principles and plans for teaching children in the classroom, and a strategy for assessing student needs. Part 3 focuses on the reading skills that are most important for the child to get started in reading. Part 4 deals with the skills that enable a reader to be functionally literate. Several word recognition skills are described, building on those skills presented in part 3. Part 5 considers the reading skills necessary for using reading as a tool to accomplish various purposes. Competencies of analysis, evaluation, synthesis, and application are discussed under the headings of critical and creative reading, reading in content fields, and study and reference skills. A final chapter reviews the concepts presented and suggests means by which the classroom teacher can evaluate his own reading approach. (WR)

ED 078 368 CS 000 583
Hughes, John M.
Phonics and the Teaching of Reading.
Pub Date 72
Note—126p.
Available from—Evans Brothers Limited, Montague House, Russell Square, London WC1B 5BX (1.30 pounds)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, *Decoding (Reading), Elementary Grades, *Phonics, *Reading, Reading Development, Reading Games, *Reading Instruction, Reading Materials, Reading Programs, Reading Readiness, Reading Skills

Suggestions for various activities, games, and materials for teaching phonics are presented in this handbook for teachers and teachers in training. The chapters and materials covered include: (1) "Why Phonics," which presents the rationale for teaching phonics; (2) "A Suggested Order for Teaching Phonics," which discusses the order of difficulty of phonic generalizations and suggests a possible order for teaching phonics; (3) "First Things First," which looks at language development, visual discrimination, auditory discrimination, and left to right orientation; (4) "Early Phonics," which includes rhyming, initial sounds, and final sounds; (5) "Moving on with Phonics," which addresses vowel sounds, substitutions, blending, consonant blends and digraphs, phonic combinations, vowel digraphs, word families, silent letters, and syllabication; (6) "Other Aids and Materials with a Phonic Bias," which discusses programed reading, the tape recorder as a phonic aid, the Programed Reading Kit, the Word Study Kit, the SRA Reading Laboratory I, the Talking Page, and Patterns of Sound; and (7) "Classroom Organisation," which provides suggestions for beginning reading, organizing reading, reading schemes, assessing reading failure, and reading tests. (WR)

ED 078 369 CS 000 584
McGuigan, F. J., Ed. Lumsden, D. Barry, Ed.
Contemporary Approaches to Conditioning and Learning.
Pub Date 73
Note—321p.
Available from—Halsted Press, A Division of John Wiley & Sons, Inc., 605 Third Avenue, New York, N. Y. 10016 ($12.95)
Document Not Available from EDRS.
Descriptors—*Behavioral Science Research, *Behavioral Sciences, Cognitive Processes, *Conditioning, *Learning Theories, Linguistic Patterns, Memory, Mental Development, *Psychology, Psychophysiology, Reinforcement, Verbal Learning

Chapters contained in this volume, each with a list of references appended, are: "Scientific Psychology in Transition" by Gregory A. Kimble; "Higher Mental Processes as the Bases for the Laws of Conditioning" by Eli Saltz; "Reification and Reality in Conditioning Paradigms: Implications of Results When Modes of Reinforcement are Changed" by David A. Grant; "A Cognitive Theory of Avoidance Learning" by Martin E. P. Seligman and James C. Johnston; "Does Teleology Have a Place in Conditioning?" by W. Horsley Gantt; "Second-Order Conditioning: Implications for Theories of Learning" by Robert A. Rescorla; "'Contingency' in Behavior Theory" by W. N. Schoenfeld, B. K. Cole, J. Lang, and R. Mankoff; "Conditioning of Covert Behavior: Some Problems and Some Hopes" by F. J. McGuigan; "Classical Conditioning, As It Contributes to the Analyses of Some Basic Psychological Processes" by Delos D. Wickens; "Psychophysiology of Learning and Conditioning" by Joseph Germana; "Memory and Conditioning" by W. K. Estes; and "Cognitive Principles?" by David Premack. (MF)

ED 078 370 CS 000 585
Wolseley, Roland E.
The Changing Magazine: Trends in Readership and Management. Studies in Media Management.
Pub Date 73
Note—146p.
Available from—Hastings House, Publishers, Inc., 10 East 40 Street, New York, N.Y. 10016 ($7.95 cloth)
Document Not Available from EDRS.
Descriptors—*Journalism, Management, *Mass Media, *Periodicals, Press Opinion, Publications, Publicize, Public Opinion, Public Relations, *Publishing Industry, Reading Interests, Social Attitudes

This book is devoted to a critical examination of magazines in America. It analyzes the current state of the magazine industry, the changes that have occurred in the past several decades, and the performance of the various types of magazines, in addition to forecasting the future of the magazine industry. The ten chapters examine (1) the forces creating changes in magazines, (2) six types of readers, (3) the diversity of magazines, (4) the various public interests served by magazines, (5) deaths and births of magazines, (6) the problems magazines face, (7) the faults and virtues of magazines, (8) the people behind magazines, (9) the power and influence of magazines, and (10) the future of magazines. Also included are a selective annotated bibliography and thirteen appendixes presenting various statistics on magazines. (DI)

ED 078 371 CS 000 586
Anderson, John R. Bower, Gordon H.
Human Associative Memory.
Pub Date 73
Note—524p.
Available from—Halsted Press, Div. of John Wiley & Sons, Inc., 605 Third Avenue, New York, N.Y. 10016 ($14.95)
Document Not Available from EDRS.
Descriptors—*Cognitive Processes, *Comprehension, Conceptual Schemes, Language Skills, Linguistics, *Memory, *Models, Recall (Psychological), Retention, *Verbal Learning

This book presents a description of a new theory of memory which departs from existing concepts. It integrates and explains in detail the recent research findings in sentence memory, language comprehension, search on long term memory, verbal learning, and forgetting and imagery. It also reports new experiments which clarify these issues. A major point of integration is the synthesis between verbal learning analysis of human memory and the psycholinguistic analysis of sentences. Among the chapter headings are: (1) "Associationism: A Historical Review," (2) "Computer Simulation Models of Memory," (3) "Current Developments in Linguistics," (4) "The Structure of Knowledge," (5) "The Encoding Problem," (6) "The Recognition Process," (7) "-Properties of the Memory Structure," (8) "Fact Retrieval," (9) "Question Answering," (10) "-Verbal Learning," and (11) "Interference and Forgetting." (WR)

ED 078 372 CS 000 588
Charniak, Eugene
Toward a Model of Children's Story Comprehension.
Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.
Pub Date Dec 72
Note—304p.
Available from—U.S. Dept. of Commerce, National Technical Information Service, Springfield, Va. 22151 (Order No. AD-755 232, Paper copy $6.00, MF $0.95)
Document Not Available from EDRS.
Descriptors—Artificial Intelligence, *Children, *Childrens Books, *Comprehension, Concept Formation, Context Clues, Deductive Methods, *Educational Methods, Information Processing, Narration, *Perception, Semantics, Short Stories, Syntax

This report considers the problem of constructing an abstract model of story comprehension. The use of questions that go beyond the story as a test of understanding the story raises a methodological problem which is discussed in detail. (Author)

ED 078 373 CS 000 590
Kimberly, Marion C.
The Effectiveness of Reading Speed Instruction in Grades Two, Four, Six, and Eight.
Pub Date May 73
Note—174p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Elementary Education, Grade 2, Grade 4, Grade 6, Grade 8, Reading Comprehension, *Reading Development, *Reading Research, *Reading Speed, Reading Tests, Sex Differences

To determine the effectiveness of one method of rate training in grades two, four, six, and eight, four classes of pupils in each of the four grades studied were assigned randomly to experimental or control treatments: two classes were given 20 lessons each of rate training, one control class was given instruction emphasizing comprehension, and the other control class at each grade level was given only the appropriate level of the Gates-MacGinitie Speed and Accuracy and Comprehension Tests and an informal test of rate in words per minute followed by a ten-question comprehension quiz. The latter tests were based on selections and quizzes from the "Controlled Reader Study Guides," which were also the principal materials used for instruction, each grade using the booklet intended for one grade below its level. Results showed significant differences in the post-test mean raw scores on the Gates-MacGinitie Speed and Accuracy Tests at the eighth grade level only. On the informal speed test, however, significant differences appeared at all four grade levels, indicating effectiveness of the rate instruction as measured by a test similar to the instruction. All of the experimental groups more than doubled their reading speed, while control groups showed little or not increase in speed. (Author/MF)

ED 078 374 CS 000 591
Lucas, Marilyn S. Singer, Harry
Dialect in Relation to Reading Achievement: Recording, Encoding, or Merely a Code?
Pub Date 73
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingualism, Dialects, *Elementary Grades, Grade 1, Grade 2, Grade 3, *Mexican Americans, Oral Reading, Reading, Reading Ability, *Reading Achievement, *Reading Research, Reading Skills

Dialect has been a prominent suspect in recent years as a causal factor in the disparity between achievement of the majority group and of certain minority groups, including Mexican-Americans. The purpose of this study was to discover whether there is a significant relationship between dialect and oral reading achievement in grades 1-3 for Mexican-American children and, if so, to specify the nature of the relationship. Sixty children from grades 1-3 with Spanish surnames were given the Gates-McKillop Reading Diagnostic Test to determine their oral reading performance. A bilingual speaker interviewed parents and scored A Language Background Scale. Spontaneous language responses were assessed by using the Children's Apperception Test. Seven selected subtests from the Illinois Test of Psycholinguistic Abilities (ITPA), Revised Edition, were used to measure the subjects' language processing abilities in English. Some of the results indicated: (1) the sample was approximately at the normative mean in grade one and half a year below the mean in grade two in one school and in grade three in both schools; (2) different abilities become significant at different stages of the child's reading progress; and (3) children who experience more Spanish in the home tend to be lower in syntactic ability. (WR)

ED 078 375 CS 000 592
Mueller, Ruth G.
Intellectual Factors Related to the Reading Process: Cognitive Skills.
Pub Date May 73
Note—16p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Processes, *Concept Formation, *Critical Reading, Learning, Reading, *Reading Comprehension, Reading Development, Reading Instruction, *Reading Processes, Reading Skills

This paper discusses two aspects of reading as a cognitive process as they relate to instruction based on the intellectual operation performed during the act of reading. The first consideration is an assumption that comprehension skills are based on a set of underlying cognitive tasks or operations which can be developed through instruction. The second assumption is that instructional strategies for these cognitive tasks which are presented in an organized and systematic manner can facilitate children's competence in performing these cognitive tasks and, therefore, in performing the skills of reading comprehension. Two cognitive tasks, concept formation and interpretation of data, are used in this paper as the basis for planning critical reading instruction at the elementary school level. Two structured lessons and discussions provide examples for teaching specific cognitive skill objectives and for allowing pupils to reach their own decisions, building cognitive skills through use. (WR)

ED 078 376 CS 000 594
Hood, Joyce E. And Others
An Analysis of Oral Reading Behavior of Reflective and Impulsive Beginning Readers.
Pub Date Feb 73
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Louisiana, February 5-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, *Decoding (Reading), Elementary Grades, Grade 1, *Oral Reading, Reading, Reading Comprehension, *Reading Research, Reading Skills, Semantics, Sentence Structure, Syntax, *Word Recognition

This study investigated whether the number of oral reading miscues differs for reflective and impulsive children, whether the proportion of miscues that are semantically appropriate, syntactically appropriate, or graphically similar differ for the two groups, and whether the two groups differ in their self-correction behavior as it relates to these three cue sources. The subjects were 79 children in four first grade classes. The Matching Familiar Figures Test was administered and scored by determining the average time to the first selection of a response and the total number of errors. Each child whose average response time was above the group median and whose number of errors was below the group median was classified as reflective. Each child whose average response time was below the group median and whose number of errors was above the group median was termed impulsive. The results indicated that the reflective children made fewer miscues that differed from the text and fewer miscues of the most numerous category, word recognition. The reflective children self-corrected a greater proportion of their word-substitution miscues, specifically when their miscues were semantically inappropriate to the text and when they were syntactically inappropriate to the following portion of the sentence. (WR)

ED 078 377 CS 000 596
Schell, Leo M., Ed. And Others
Resources for Teaching Word Identification.
International Reading Association. Kansas State Council.; Kansas State Univ., Manhattan. Coll. of Education.
Pub Date [73]
Note—56p.
Available from—Prof. Leo M. Schell, College of Education, Kansas State Univ., Manhattan, Kan. 66506 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audio Visual Aids, Developmental Reading, Elementary Grades, Phonics, *Programed Materials, Reading, *Reading Games, Reading Instruction, *Reading Materials, Reading Skills, Secondary Grades, *Word Recognition

Only materials specifically designed to teach one or more of the following word identification skills were included in this booklet: sight words, context clues, phonic analysis, structural analysis, and dictionary skills. Materials for grades one through six are stressed, although a few materials suitable for secondary school students are listed. The areas of material covered include: (1) "Audio-Visual Materials," which lists charts and posters, films, filmstrips, flannel and peg board materials, machines, records and coordinated materials, tachistoscopic materials, tapes and coordinated materials, and transparencies and coordinated materials; (2) "Non-Book Practice Material," which includes drill cards, games and similar drill materials, liquid duplicating masters, and word wheels; (3) "Phonic Readers"; (4) "Programed Materials"; (5) "Word Analysis Programs"; (6) "Workbooks"; and (7) "Sources of Reading Games, Activities, and Ideas." An appendix listing names and addresses of publishers and producers is included. (WR)

ED 078 378 CS 000 598
O'Neil, Eva And Others
Annotated Bibliography of Secondary School Materials for the Remediation of Reading.
Oregon Association for Supervision and Curriculum Development, Salem.
Pub Date Apr 73
Note—39p.
Available from—Oregon ASCD Curriculum Bulletin, P. O. Box 421, Salem, Oregon 97308 ($2.00)
Journal Cit—Oregon ASCD Curriculum Bulletin; v27 n316 p1-35 April 1973
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Decoding (Reading), Reading, Reading Comprehension, Reading Instruction, *Reading Materials, *Reading Skills, Recreational Reading, *Remedial Reading, *Secondary Grades, Vocabulary

This bibliography emphasizes evaluating materials, rather than cataloguing information. It is intended to aid the secondary reading specialist by sorting available materials according to instructional value and indexing them by skill emphasis so that high school teachers may easily refer to appropriate remediation material. This bibliography is limited to four basic skills: decoding, comprehension, vocabulary, and recreational reading. The materials included were evaluated according to the following standards: (1) Does the material perform the function it purports to perform? (2) Is the material or any part of it appropriate for remedial work? (3) Is the material instructional or does it primarily provide practice in a skill or skills? Some of the more useful materials have been starred. This mark signifies that the authors would recommend these particular materials as especially valuable parts of a total reading program. (WR)

ED 078 379 CS 000 601
Goldman, Mildred
The Use of Comprehension Development Materials for Improving Comprehension Achievement with Fourth Grade Pupils.
Pub Date Jun 73
Note—69p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developmental Reading, *Grade 4, Reading, Reading Achievement, *Reading Comprehension, Reading Improvement, Reading Instruction, Reading Research, Reading Skills, *Supplementary Reading Materials, *Vocabulary Development

This study was concerned with whether or not supplementary work in the subskill areas of comprehension would increase the overall comprehension level of pupils more than supplementary work with vocabulary development exercise. Sixth-six fourth grade pupils in a middle-class suburban community in central New Jersey were selected as subjects. A control group design was used and both groups spent approximately 20 to 30 minutes a day working at the exercises independently during seat work time, while the teacher conducted the regular basal reading instruction. Pretests and posttests were administered using alternate forms of the Gates Mac Ginitie Comprehension Test Level D. The main statistical analysis concerned comparison of mean scores for both groups. Statistical significance was evaluated by the t test. The comprehension achievement of the top 27 percent and the bottom 27 percent of the pupils tested was also analyzed. All analyses showed no statistical significance at the .05 level between the means of the supplementary comprehension group and the supplementary vocabulary group. Also, no statistical significance could be established between the means of the high scoring pupils nor between the means of the low scoring pupils. (Author/WR)

ED 078 380 CS 000 602
Reich, Carol
A Study of the Effect of the Developmental English Programme on Student Reading. No. 109.
Toronto Board of Education (Ontario). Research Dept.
Pub Date Oct 72
Note—25p.
Available from—Research Dept., Toronto Board of Education, 155 College Street, Toronto 2B, Ontario ($1.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developmental Reading, *English Programs, *Grade 9, *Grade 10, Individualized Curriculum, Reading Comprehension, Reading Interests, Reading Research, *Reading Skills, Social Class, Student Centered Curriculum

This study investigated differences in reading skills, scope of reading, and quality of reading between ninth and tenth grade students in a developmental English program and ninth and tenth grade students in a regular program. No differences in reading skill were found among either ninth or tenth grade students tested. There was little difference in the amount of reading that students did, except as course requirements differed between the two programs. Ninth grade developmental students learned to appreciate more mature books than did students from regular classes; there was no difference between tenth grade students in both groups. There was a lack of dramatic difference between the two programs, which was partly due to the fact that the regular program was already characterized by principles similar to those of the developmental program, such as individualized instruction and a student-centered curriculum. Some evidence was found that students from lower socioeconomic classes did less well on the developmental program than on the regular program, despite the fact that the developmental program was originally devised for these students. (DI)

ED 078 381 CS 000 605
Page, William D.
Reading: Product and Process in Language Use.
Pub Date Apr 72
Note—11p.; Paper presented at the Dakota State College Reading Conference (Madison, South Dakota, April 20, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, *Learning Theories, *Reading, *Reading Comprehension, Reading Development, Reading Instruction, *Reading Processes, *Reading Research, Test Results

Reading has been viewed both as a product and as a process. The product view of reading is generally associated with static information produced by testing techniques. A major difficulty with the product view seems to be that reading is treated as though it is stopped in time, captured in the static scores of tests. This feature of the product view will have to be dealt with to avoid misisomorphism between a product theory of reading and the complex, changing referent for that theory as it exists in process. The process view of reading is concerned with the total process of reading from beginning to end. Two important aspects of the process view are the author and the reader. The author's graphic output is the reader's graphic input. A communicative transformation occurs when the reader, independent of the author, moves into the time and place conditions that permit sense perception of the author's graphic output. From the meaning, constructed, reconstructed, or both, the reader constructs knowledge. The analogies of meaning are in long term memory, fully available for intensive processing. (WR)

ED 078 382 CS 000 606
Johnson, Laura S.
The Newspaper as an Instructional Medium.

Pub Date May 73
Note—11p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Instructional Aids, Instructional Innovation, Instructional Materials, *Newspapers, *Reading Comprehension, Reading Improvement, Reading Materials, Reading Skills, *Secondary Education, *Student Motivation, Textbook Content

This paper discusses two questions: How can newspapers be established as acceptable classroom reading materials in the secondary schools? and Why, until recently, have newspapers been so little used in the schools? Some of the answers provided to the first question are that the newspaper presents a viable means of keeping textbooks up-to-date in many different subject fields and that the newspaper offers interesting material that will motivate students to better reading comprehension and improved reading skills. Some of the reasons why newspapers have been bypassed in the schools are thay many people regard them as unreliable and sensational and that administrators and teachers continue to judge newspapers by what they were rather than what they are today. It is concluded that newspapers today are more readable and more socially involved in readers' lives and that they present the "why" as well as the "how" of the news. Accordingly, newspapers are an inexpensive and popular instructional aid in the classroom. (DI)

ED 078 383 CS 000 607
Mathewson, Grover C.
Children's Responses to Reading and Hearing Standard English and Nonstandard Dialect Stories: A Study of Evaluation and Comprehension.
Pub Date Mar 73
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dialects, *Dialect Studies, Elementary Grades, Grade 3, *Listening Comprehension, *Negro Dialects, Nonstandard Dialects, Reading, *Reading Comprehension, Reading Interests, Reading Materials, *Reading Research, Reading Skills

Two studies are discussed in this research report, which was presented at the 1973 American Educational Research Association meeting. The first study investigated whether black children would evaluate Black English selections more favorably than standard English selections and whether favorable evaluation would lead to greater comprehension of the Black English selections. The subjects, 24 black and 24 white third grade students, used a seven-point semantic differential type scale to rate the stories. The results of the experiment showed that the black children rated the Black English materials as worse, less correct, and harder to read than the Standard English materials. The second study was conducted in the same manner as the first, but an auditory dimension was added by playing the stories on a tape recorder. The stories were folk tales, and two more dialects were added, pidgin from Hawaii and Cajun from Louisiana. The findings indicated: (1) black children think that listening to the Black English story versions is better and more beautiful than white children do; (2) black children's comprehension of the Black English versions is better than their comprehension of stories in the other dialects; and (3) there was no difference between black and white children in their comprehension of spoken Standard English stories. (WR)

ED 078 384 24 CS 000 608
Graphic Materials: Theme 2, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—R-02-R-02
Pub Date Jun 73
Note—213p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($2.60)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Adults, Cartoons, Charts, Diagrams, Graphic Arts, Interpretive Skills, National Surveys, *Reading, Reading Ability, *Reading Research, *Reading Skills, Signs, *Visual Aids
Identifiers—*National Assessment of Educational Progress

Graphic materials transmit information through drawings, diagrams, and symbols other than words. Theme 2 of the reading section of the National Assessment was divided into four subthemes, each representing a set of related exercises: (1) interpreting drawings and pictures; (2) reading signs and labels; (3) reading charts, maps, and graphs; and (4) reading forms. Most of the exercises in subtheme 1 were simple pictures or cartoons, and respondents were asked questions about the information the materials contained. Because of their low level of sophistication, these exercises were administered primarily to 9 and 13 year olds. Subthemes 2 through 4 covered a wide range of interaction between words and diagrams or drawings. The chapters included in the report are "Theme 2: Graphic Materials," "Summary of Results," "Results for 9 Year Olds," "Results for 13 Year Olds," "Results for 17 Year Olds," "Results for Young Adults," and "Performance on Exercises Overlapping Two or More Age Groups." (Sample exercises and some charts may not reproduce well due to type size.) (WR)

ED 078 385 CS 000 610
Lucas, Jana M.
Phonological and Semantic Components of Words in Beginning Reading.
Pub Date Feb 73
Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, Consonants, *Decoding (Reading), Grade 1, Grade 2, Grade 3, Grade 5, *Phonological Units, Pronunciation, *Reading Processes, *Semantics, Vowels, Word Recognition

Words were used as the stimulus factors to test the two-stage reading process. The first stage is a decoding stage in which the words are perceived and translated into an acoustic code, and the second stage is a semantic matching stage in which words were categorized into three phonological factors (word length, vowel complexity, and regularity) affecting only the decoding stage and two semantic component factors (word familiarity and concreteness) expected to affect the semantic matching stage only. An experimental session consisted of 6 blocks, 96 words altogether. Each block had two phases, a prefamiliarization or training phase followed by a test phase. Experiment 1, using second and fifth grade children, showed pictures and words; experiment 2, using first and third grade children, varied the sentences that were read and the amount of pronunciation practice. Results indicated that the phonological prefamiliarization and word factors affected decoding but not semantic matching and that the semantic prefamiliarization factors affected semantic matching but not decoding. However, the semantic word factors affected both decoding and semantic matching, possibly as a result of final consonants and consonant clusters confounding semantic factors. (HOD)

ED 078 386 CS 000 612
Foust, Betty Jean
Helping Your Child to Read.
North Carolina State Library, Raleigh.
Pub Date 73
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, Children, *Elementary Education, Parent Child Relationship, *Parent Participation, *Prereading Experience, Preschool Learning, Reading Comprehension, Reading Games, Reading Improvement, *Reading Materials, Student Motivation

This booklet provides suggestions for parents in helping their children to learn how to read. The first section provides 34 suggestions and activities for parents to use with preschool children, such as reciting nursery rhymes, reading aloud, respecting the child's mood, and playing listening games. The second section offers 25 suggestions and activities for the parent to use after his child begins school. These include field trips, good sleeping habits, praise of the child, and patience with the child. The third section provides 18 suggestions and activities for independent reading--usually reached at the third or fourth grade levels. These include orally reading to the child, giving him a choice of places from which he may borrow books, and encouraging the use of reference materials. A list of addresses from which free reading materials for children are available is also provided. (DI)

ED 078 387 CS 000 613
Gadway, Charles J., Ed.
Critical Reading: Theme 8, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—R-02-R-08
Pub Date May 73
Note—182p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.35)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adolescents, Content Analysis, *Critical Reading, *Reading Research, Reading Skills, *Reading Tests, *Young Adults
Identifiers—*National Assessment of Educational Progress

As part of the National Assessment of Educational Progress in reading, this volume reports the results of the study concerned with critical reading--that part of reading behavior which requires analysis and reasoning. Results of the reading exercises are reported for four age levels (9, 13, 17, and young adult, 26-35), four regions of the country (northeast, southeast, central, and west), four levels of parental education (no high school, some high school, graduated from high school, and post high school), seven sizes and types of community for ages 9 and 13 and in-school age 17, and four sizes of community for young adults. In addition, a chapter is given to a summary of the total results. (Sample exercises and some charts do not reproduce well due to type size.) (HOD)

ED 078 388 CS 000 617
Fischer, Joan
Visual Short-Term Memory in Low IQ Adult Functional Illiterates.
Pub Date Jan 73
Note—43p.; A Master's Equivalency in partial fulfillment of the requirements for D.Ed., Rutgers State University
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, Adults, *Cognitive Processes, *Functional Illiteracy, *Illiterate Adults, Learning, Memory, *Recall (Psychological), *Retention

The purposes of this study were to determine if differences in acquisition and retention existed between low IQ adults and normal twelve-year-olds, and to discover if differences in acquisition and retention of low IQ adults were affected by contrast conditions. Procedures established by Mahoney when he investigated visual short-term memory in retarded and normal children were used as a model. Nine low IQ adult functional illiterates enrolled in two adult basic education programs were given Mahoney's digit message test. Immediate recall was required after twelve of the messages and delayed recall with a rehearsal preventing 10-second interval was required after another twelve. Mean item recall scores for acquisition and retention of the adult subjects were compared to mean item scores of Mahoney's twelve-year-old normals. Analysis of the data indicated that a significant difference existed in acquisition between low IQ adults and normal twelve-year-olds. No significant difference was found in retention. Contrast conditions were not found to affect either acquisition or retention. (Author/WR)

ED 078 389 CS 000 618
Kolczynski, Richard
Boy's Right to Read: Sexuality Factors in Learning to Read.
Pub Date May 73
Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (18th, Denver, May 1-4, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary School Students, Language Development, *Reading Ability, Reading Achievement, *Reading Habits, *Reading In-

struction, *Reading Research, Secondary School Students, *Sex Differences

Discussed are several studies that have examined the effect of sex differences on learning to read. Various findings have suggested 1) sex differences in anxiety manifest themselves early in children's academic careers; 2) girls tended to perform better on readiness measures; 3) boys scored significantly higher on a criterion test administered after programed instruction while girls scored higher after direct teacher instruction; 4) no significant differences were found between sexes as a result of sex grouping; 5) American girls excelled over American boys in reading achievement while the reverse was true among German students; and 6) girls develop language competence before boys. Educational implications are then discussed, concluding that teachers should identify those factors that possibly interfere with the boys' "right to read," and to plan and implement programs that produce quality readers, giving more attention to each and every individual. (HOD)

ED 078 390 CS 000 619

Logan, Juanita Fleming, Margaret

Talking Typewriter: Title I Evaluation, 1971-1972.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Jan 73

Note—70p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Grade 4, Grade 5, Reading, Reading Comprehension, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, *Reading Skills, Remedial Reading, Vocabulary

Identifiers—*Talking Typewriter

During the 1971-1972 school year, 808 pupils enrolled in fourth and fifth grade regular classes in 24 schools participated in the Talking Typewriter Program. The design of the program placed two classes at the instructional site every six weeks. After completion of the six-week phase of the program, these classes returned to their home schools and entered the 150 day follow-up phase of the program. The pupils received approximately fifteen minutes of instruction each day on the Talking Typewriter. Information was presented to the children audibly and visually, and the Talking Typewriters responded to the children, providing a constant flow of responses. A random sample of six schools was selected to evaluate the program. Some of the results indicated that on the basis of post-program reading vocabulary and reading comprehension scores better than one out of four pupils in the sample population narrowed the discrepancy between their performance levels and reading expectancies to 1.0 or less grade equivalent units. Average gain in comprehension grade equivalent units was 5 months in an average service period of 25.46 days. It was recommended that the Talking Typewriter Program continue. (WR)

ED 078 391 CS 000 622

MacGinitie, Walter H.

Children's Metalinguistic Concepts and Reading.

Pub Date Jul 73

Note—19p.; Revised copy of a paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Reading, Concept Formation, Phoneme Grapheme Correspondence, Phonemics, *Phonics, Reading Instruction, *Reading Materials, Reading Processes, *Teaching Techniques

Identifiers—*Analogues, Metalinguistics, Piagetian

Assuming that although the pre-operational child generates syntactic utterances, it cannot be inferred that he can comprehend the process of analyzing or synthesizing words or utterances as specimens, it would follow that trying to teach pre-operational children to read by decomposing words or sentences, on the assumption that words and the relations between words can then be synthesized, may be analogous to trying to train Piagetian operations. To determine what reasoning tasks we ask the child to perform when we ask him to analyze printed words so that he can pronounce them, the instructional steps in several primers and first readers of several basal reader series were examined. This was approached in two ways: (1) to translate the logical steps that are required of the child by each lesson into descriptive, abstract notations; and (2) to develop an analogue of the set of grapheme-phoneme correspondences for many of the phonics lessons in the teachers' manuals. Results from using the analogues indicated that children have much more difficulty with rules that involve changes from a regular pattern, children were often able to do the analogue lessons more easily than the parallel phonics lessons, and the same basic concepts are taught using different places within the same manual. (HOD)

ED 078 392 CS 000 624

Henretig, Max D.

Advanced Reading, English SL: 5110.21a.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—21p.; Authorized course of instruction for the Quinmester Program

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Directed Reading Activity, *English Instruction, Independent Reading, *Interpretive Reading, Reading, Reading Diagnosis, *Reading Improvement, *Reading Instruction, Reading Materials, Reading Material Selection, Reading Programs, *Reading Skills, Secondary School Students

Identifiers—*Quinmester Program

This course is designed for independent students to improve their reading skills and their ability to interpret literature. The course should enable students to understand and use highly idiomatic vocabulary and grammatical structures of present-day English that interfere with comprehension. Excerpts from contemporary novels, short stories, newspaper articles, and appropriate periodicals, as well as taped television and radio scripts, are examined critically and discussed. Performance objectives are listed that relate to writing, reading, and analysis of reading passages. Also listed are suggested activities for specific objectives within content areas. Included in these activities are: (1) diagnostic testing and periodic retesting, (2) priorities to consider when selecting reading materials, (3) methods used in teaching the reading lessons, and (4) suggested activities for building specific skills for specific objectives. A sample reading passage is included. (WR)

ED 078 393 CS 000 626

Van Allen, Roach

Reading Programs: Alternatives for Improvement.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.

Pub Date 73

Note—55p.

Available from—American Association of Elementary-Kindergarten-Nursery Educators, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.75)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Developmental Reading, Educational Planning, *Evaluation Techniques, *Individualized Instruction, Learning Experience, *Parent Participation, Reading, *Reading Instruction, Reading Materials, *Reading Programs

The purpose of this guide is to help school district committees composed of parents, community groups, teachers, administrators, and students develop a plan for improving reading instruction through an emphasis on individuals as learners. Included in the table of contents are: (1) "What Should We Do about Reading Instruction?" (2) "Why This Guide?" (3) "Study Your Reading Program." (4) "What Are Our Educational Goals?" (5) "What Are Our Goals for Individuals in Our Reading Program?" (6) "Who Should be Involved in Planning and Decision Making?" (7) "What Practices Provide Effective Implementation of Our Beliefs and Goals?" (8) "What Distinctive Features Will Our Program Have To Make It Local?" (9) "What Approaches to Reading Instruction Shall We Study?" (10) "What Kind of Learning Experiences Will Be Provided?" (11) "What Learning Spaces Are Needed?" (12) "What Learning Materials Are Needed?" (13) "How Can Teachers Help Each Other Grow?" (14) "How Can Parents Be Involved in Our Program?" (15) "How Will We Evaluate Our Reading Program?" Selected references for further study are also included. (WR)

ED 078 394 CS 000 627

Causey, John P. Pfau, Donald W.

Becoming a Reader.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.

Pub Date 73

Note—33p.

Available from—E/K/N/E, 1201 16th Street, N.W., Washington, D.C. 20036

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Elementary Grades, Language Development, *Language Enrichment, Language Experience Approach, *Reading Instruction, Recreational Reading, *Student Interests, *Teaching Guides

Reflecting an orientation to reading, language development, and students, this guide was drawn together to help give focus and direction to the efforts that are occurring in schools where people are studying the environment in which a child becomes a reader. An overview of the guide centers around the belief that a child will become a reader if he experiences many successes in his encounters with life and language through (1) having numerous life-like experiences that are of personal interest, worth, and meaning; (2) expanding his experiences in some ways that are natural extensions of his curiosity and involvement in the activity; (3) discovering the structure and style of his own language that contributes to the purposefulness, effectiveness, expressiveness, and the beauty of what he says and writes as he communicates with others, and discovering the same things through exposure to the language of many others; (4) gaining an understanding of what others are saying and writing and relating in personal ways to what has been communicated; and (5) acting in appropriate ways upon the ideas that he generates as he interacts with the thoughts of others. (HOD)

ED 078 395 CS 000 628

A Description of an Assessment of Reading Literacy: A Pilot Project of a Statewide Reading Assessment Model.

Madison Public Schools, Wis. Dept. of Curriculum Development.

Pub Date Apr 72

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Grade 4, Grade 7, Grade 10, Grade 12, Reading, *Reading Ability, *Reading Achievement, Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Research, Reading Skills, Reading Tests

The primary goal of the Wisconsin Reading Task Force is the initiation and implementation of an immediate and ongoing program of statewide assessment of reading performance and reading instruction. The assessment plan looks at students in terms of two questions: How well is the student achieving in reading in comparison with other students in his class, his grade, and at his age across the city and/or nation? Can the student read the material that the school and society expect him to read? The first question was answered by looking at the standardized tests administered each year. An analysis of student achievement on these tests showed that Madison students do on the average read as well as or better than students from cities across the nation. The second question has not been fully assessed, and it is this question that the assessment plan is attempting to answer. Students focused upon in this plan were fourth, seventh, tenth, and twelfth graders. Reading was defined as an ability to gain information from what was read. The cloze test was used as the measuring instrument; this procedure was selected because of its utility, validity, and objectivity. The final report of this project is due to appear shortly. (WR)

ED 078 396 CS 000 629

Pedrini, Bonnie C. Pedrini, D. T.

Reading, Achievement, Aptitude and the Predictions of College Success, Failure, Attrition.

Pub Date 73

Note—30p.; Unpublished study conducted at the University of Nebraska, Omaha

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement, College Students, *Evaluation, *Failure Factors, *Predictor Variables, Reading, Reading Programs, *Reading Research, Special Programs, Standardized Tests, Study Skills, *Success Factors

This paper considers many of the studies that have been conducted regarding the prediction of college success. The table of contents includes: (1) "Prediction of Academic Success," which discusses the results of several standardized tests

and their ability to predict success in college; (2) "Prediction of Academic Failure," which looks at study skills and their relation to academic failure; (3) "Variables Related to College Attrition," which discusses sex, minority students, disadvantaged, and academic ability; and (4) "Special Programs," which reports the results of some of the studies evaluating college reading programs. Included are 72 footnote references, a topical bibliography, and a general bibliography of books, government documents, journals and periodicals, and reports. (WR)

ED 078 397 CS 000 633
Harker, W. John
Concepts of Reading Comprehension and Their Representation in Current Secondary Reading Professional Textbooks, Instructional Materials and Tests.
Pub Date 73
Note—19p.; Unpublished study conducted at Memorial University of Newfoundland
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, *Conceptual Schemes, *Definitions, Educational Objectives, Educational Research, Models, Psychoeducational Processes, *Reading Comprehension, Reading Materials, Reading Skills, Reading Tests, *Secondary Education, Teacher Education

A search of experimental and theoretical literature and an analysis of professional textbooks, instructional materials, and published tests were carried out in order to (1) determine current concepts of reading comprehension deriving from experimental investigations, verbal statements, and models and (2) establish the extent to which these concepts were represented consistently in current secondary reading professional textbooks, instructional materials, and published tests. The study revealed a basic dichotomy between concepts of comprehension described in terms of overt behavior (particular skills) and those described in terms of covert behavior (cognitive operations): much of the difficulty in understanding the nature of comprehension appears to derive from a failure among experimenters and theorists to associate overt behavior with underlying covert processes. It was concluded that until the covert psychological process which produces comprehension is explained, verbal descriptions of comprehension skills (and, by implication, instructional objectives) are almost certainly going to be imprecise. (Various experimental definitions of comprehension are delineated and a bibliography is appended.) (MF)

ED 078 398 CS 000 637
Newton, Eunice Shaed
Linguistic Pluralism: Impediment to Universal Literacy.
Pub Date May 73
Note—13p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developing Nations, *Functional Illiteracy, Language Role, *Language Standardization, Literacy Education, *Multilingualism, *Standard Spoken Usage

The current status of world literacy can be revealed through recent UNESCO data: (1) the nations of the world spend an average of $7800 annually to train and equip one soldier, while spending only an average of $100 annually to educate one child; (2) a quarter of the world's population will not attend any school in this century; (3) more than 40 percent of the world's adult population is estimated to be unable to read and write; (4) 65 percent of the world's population is estimated to fall below the level of functional literacy when the criterion of fourth grade level of reading ability is used; and (5) in as many as eight European countries, illiteracy ranges from 10 percent to 65 percent of the population at age fifteen and above. The plurality of languages is a critical factor in the development of literacy. In such countries as Morocco, Angola, India, and Malaysia it is not uncommon to find one language recognized for official uses, another used in public schools and yet another used in private and parochial schools. Literacy cannot be diminished until this struggle for a common, unifying medium of human communication is resolved. (HOD)

ED 078 399 CS 000 638
McConkie, George
The Study of Organization and Recall With Prose.
Pub Date Feb 73
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Feb 26-Mar 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, *College Students, *Learning, *Learning Characteristics, Learning Processes, Memory, Reading, *Reading Processes, Reading Research, *Recall (Psychological), Verbal Learning

This paper, presented at the 1973 meeting of the American Education Research Association, discusses some of the studies conducted in the area of learning from prose. The first study dealt with pooling independent sentences into groups of related sentences and preparing passages by stringing these sentences together. College students then read one of the passages three times, producing a written recall after each reading. The main result was that, with blocked presentation, clustering of sentences from related sentence groups rose over trials, but with mixed presentation it did not. The second study attempted to apply the sorting technique developed by Mandler. An analysis of all the data revealed no tendency for subjects to cluster items in recall with other items sorted into the same piles. The third study was an attempt to manipulate the structure of information in a passage in a simple manner. An examination of the results showed that there was no significant difference between groups. The final study identified idea units and then sought to determine the hierarchical set of relationships which the passage established among these. The general conclusion from this study was that the structure obtained from the analysis of the passage seemed to be related to cognitive structure subjects established while reading the passage. (WR)

ED 078 400 CS 000 643
Robinson, H. Alan, Comp. *Rauch, Sidney J., Comp.*
Corrective Reading in the High School Classroom. Perspectives in Reading. No. 6.
International Reading Association, Newark, Del.
Pub Date 68
Note—139p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 106, $3.50 non-member, $3.00 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Corrective Reading, Reading Consultants, *Reading Diagnosis, *Reading Instruction, *School Administration, *Secondary Schools, Writing Exercises

This collection of papers presents many practical procedures for improving secondary school instruction in the several content areas. Topics included are principles and procedures in corrective reading, diagnostic techniques, the role of a reading consultant in the content areas, the use of writing to help poor readers, corrective reading in the content areas, and administrative questions about secondary school reading. An appendix lists general references and specific subject area references for the classroom teacher's use in improving content instruction. Topical references follow individual articles. (This document previously announced as ED 024 554.) (RT)

ED 078 401 CS 200 398
Buck, Joyce F.
Sociolinguistic Implications of the Phonological Variations of Black and White Speakers.
Pub Date 72
Note—285p.; Ph.D. Dissertation, The City University of New York
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-24,121, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Dialect Studies, *Nonstandard Dialects, Phonology, Role Perception, *Social Attitudes, *Social Dialects, *Socioeconomic Status, *Sociolinguistics

The major objectives of this investigation were to measure (1) the effects of phonological variations of representative speakers on the social perceptions of college student listeners from socially diverse backgrounds; (2) the influence of the race and class of the listeners upon their attitudes toward dialect differences and toward the speakers; and (3) the intelligibility of monosyllables produced in each dialect. Forty black and white subjects from upper and lower socioeconomic strata listened to tapes of standard New York patterns, "New Yorkese" spoken by a white speaker and Black English spoken by a black speaker. Using semantic differential scales, the listeners recorded their impressions of the speech patterns, competence, trustworthiness, personality, and occupational suitability of each speaker. Secondly, they recorded their recognition of 36 monosyllabic words read by each of the four speakers. Data analysis revealed that in formal context standard speech patterns were rated significantly higher. Furthermore, speakers of standard dialect were judged more competent, trustworthy, personable and intelligible. However, black listeners from both socioeconomic levels and whites from the lower socioeconomic level perceived the black dialect speaker as similar in trustworthiness to the standard speaker. (Author/HS)

ED 078 402 CS 200 399
Menchise, Donald Nicholas
Racial Bias as a Determinant of Literary Preference and the Relationship of Selected Variables to Patterns of Preference and Rejection of Literary Works Whose Author's Race Is Known.
Pub Date 72
Note—135p.; Ph.D. Dissertation, The University of Connecticut
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-32,236, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Negro Literature, Poetry, *Poets, *Racial Differences, *Racial Discrimination, *Student Reaction

Fifty white students and fifty black students from the eleventh and twelfth grades were asked to rank in order of their preference ten poems written by black and white authors, each accompanied by the author's name and a picture depicting his race to determine whether knowledge of an author's race acted as a determinant of the literary preferences and rejections of urban high school students. The rankings were compared to those of a randomly selected peer-judge group who also ranked the poems by preference, but without knowledge of any author's name or race. An analysis of the data revealed a significant difference in the way the races responded to the poems, with black students ranking higher poems written by black authors and white students ranking higher poems written by white authors. There was no significant difference in the way male and female subjects of respective races rated the poems or in the effect the two variables had on each other. (Author/HS)

ED 078 403 CS 200 400
Anderson, Jean Marie
The Impact of Seven Word Games on the Sight Vocabulary Retention of First Grade Students.
Pub Date 71
Note—215p.; Ph.D. Dissertation, Texas A&M University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-5633, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, Classroom Games, *Educational Games, Elementary Education, *Grade 1, *Reading Development, Sight Vocabulary, *Vocabulary Development, Word Study Skills

This study investigated the use of word games to teach beginning reading to first grade students. The study was designed with a three fold emphasis in respect to beginning reading students: (1) to develop criteria for word games, (2) to create seven word games according to these criteria (3) to investigate how these games might expand sight vocabulary. Criteria developed for these games indicated that they should be (1) purposeful, (2) attractive in format and design, (3) flexible, (4) appropriate for the age, number, and characteristics of the children, (5) clear and uncomplicated, (6) self-checking and correcting, and (7) designed for samll groups. Statistical

results indicated no significant difference between students using the games and those who did not. When the results were analyzed in regard to ten specific words introduced through the medium of the games, however, it was concluded that games can positively motivate students toward vocabulary growth and that games can be useful aids in the elementary classroom. (Author/DI)

ED 078 404 CS 200 401

Brazell, Mary Josephine

The Study of a Taxonomy of Literature and Specific Arts upon Aspects of Functional and Creative Reading.

Pub Date 72

Note—503p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,416, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Creative Reading, *Functional Reading, *Literature, Literature Appreciation, Novels, Reading Comprehension, *Secondary Education, *Taxonomy, Vocabulary Development

This research studied the effectiveness of a taxonomy of literature and specific arts upon aspects of functional and creative reading in secondary school students. Two experimental groups (taxonomy and enrichment) and one control group (traditional) were used. All of the students in the study were pretested with tests measuring creative and functional reading, attitude, and creative thinking. "Don Quixote" was the unifying theme of the study; each group used the same theme, glossary, and supplementary materials, but treatment varied in materials and techniques. The taxonomy and traditional groups used audio-visual aids, but the enrichment group had to rely completely on the translation of the printed word into sensory images. The taxonomy materials consisted of questions about "Don Quixote" developed in a hierarchical and sequential method; the traditional materials were lessons using vocabulary drill and specific questions; the enrichment materials used a reading readiness program, a textbook dealing with five specific periods in time and using both literature and art, and a workbook requiring the student to verbally recreate his mental images from the reading of "Don Quixote." In general, the enriched treatment group appeared to be superior to the traditional and taxonomy groups, once the effects of the pretest scores and IQ were controlled. (Author/DI)

ED 078 405 CS 200 402

Prentice, June Eleanor

The Status of Recent Experimental, Empirical, and Rhetorical Studies in the Teaching of Persuasion.

Pub Date 71

Note—167p.; Ed.D. Dissertation, North Texas State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17,022, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*College Curriculum, *Persuasive Discourse, *Research, *Rhetoric, *Speech, Speech Curriculum, Textbooks, Universities

To determine the status of recent experimental, empirical, and rhetorical studies in teaching persuasion, a questionnaire was sent to 300 speech teachers in colleges and universities. Results were based on data obtained from 60 percent of the respondents. It was found that persuasion is taught in most colleges and universities, a wide range of textbooks is used, and experimental, empirical, and rhetorical studies were used between "sometime" and "often." The majority of the teachers (1) use experimental studies in teaching persuasion; (2) teach a course including both theory and performance; (3) require one to four speeches a semester; (4) use a wide diversity of materials to supplement the required textbook; (5) identify mostly with the speech areas of public address, rhetorical theory, communication theory, and behavioral science; and (6) teach measuring techniques. It was recommended that further research is needed in the area of teaching persuasion and that textbooks are needed which better meet the needs of both the student and the teacher of persuasion. (Author/DI)

ED 078 406 CS 200 403

Schnell, Thomas R., II

The Effect of Organizers on Reading Comprehension of Prose Materials.

Pub Date 72

Note—101p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-24,367, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Freshmen, *Junior College Students, Organization, *Prose, *Reading Comprehension, Reading Research, Reading Skills, *Reading Tests

This study determined if use of an organizer, which was a focus-type material in paragraph form, would significantly affect reading comprehension of prose material by freshmen junior college students. Also examined was placement of the organizer before, after, or both before and after the prose material. Intelligence and prior reading ability variables were also examined for interaction with use and placement of the organizer. Findings indicated that (1) use of the organizer, regardless of placement, yielded higher scores than those obtained by the group with no organizer; (2) the post-organizer group scored higher than either the pre-organizer or pre- and post-organizer groups; and (3) there was no interaction between organizer placement and intelligence or prior reading ability. It was concluded that (1) organizer use will probably result in higher reading scores for all ability levels of junior college freshmen and (2) post-organizer use will probably give the best results of all possibilities examined. (Author/DI)

ED 078 407 CS 200 407

Donlan, Daniel Mahaney

Dilemma of Choice: Revolution in English Curricula, 1958-1968.

Pub Date 72

Note—298p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,712, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Affective Objectives, *Cognitive Objectives, Communication Skills, Curriculum Design, *Curriculum Development, Curriculum Evaluation, *Elective Subjects, *English Curriculum, English Programs, Language, Literature, Student Centered Curriculum

This study of curricula for English programs from 1958-1968 reviewed both secondary and primary sources, including personal interviews, solicited correspondence, unpublished material, and curriculum guides. Three somewhat conflicting models emerged from the study: (1) the content-centered approach, emphasizing the study of language, literature, and communication skills, and producing sequenced instructional units; (2) the student-centered model, emphasizing students' affective development, generally producing curriculum guidelines but no prescribed instructional units; and (3) the elective-centered model, emphasizing a nongraded elective program (either student- or content-centered) that students may help design, elect to take, and evaluate. These three models present, the authors argue, a dilemma for teachers which can be solved by regarding curriculum as process first, and product second. Regarded in this way, curriculum development could be a process involving an eclectic mix of these three models, open to revision, and responsible to all those involved in the educational process. (Author/DI)

ED 078 408 CS 200 408

Mullins, Robert Arthur, Jr.

The Perceptions of a Selected Group of High School Seniors Toward Their Secondary English Program.

Pub Date 71

Note—260p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-6677, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Curriculum Evaluation, *English Programs, Grade 12, Humanities, Literature, Mass Media, *Secondary Education, *Student Interests, *Student Needs

In this study 236 high school seniors in New York state answered a questionnaire, and fifteen were given a follow-up interview, concerning their perceptions of the English program. It was concluded that: (1) it is unlikely that any single comprehensive English program will meet the needs of all students; (2) teacher interests and values may be invalid means of determining the methods and content of English courses; (3) student contributions are valuable, but not definitive, in establishing curricula for meeting the needs of an entire group of students; (4) students might find English courses more valuable if they included the humanities and contemporary literature, and if verbal competence were related to academic and vocational aspirations; (5) the New York state Regents examination appears to stifle teacher creativity and student enthusiasm; (6) future studies might be more reliable if the scope of the sample were larger; (7) inclusion of mass media study might encourage more interest in English courses; and (8) girls felt more positively toward English courses than boys. (DI)

ED 078 409 CS 200 409

Millett, Nancy Carlyon

An Experimental Technique for Assessing Readers' Responses to Structural Principles and Clues to Order in a Poem.

Pub Date 72

Note—307p.; Ed.D. Dissertation, University of Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,202, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—English Instruction, *Learning Processes, *Literary Analysis, Literature, *Poetry, Recall (Psychological), Recognition, *Secondary Education, *Undergraduate Study

In this study of high school and college students' responses to structural principles and clues to order in poetry, four groups of students were tested: Groups I and II were high school sophomores and seniors enrolled in an English class for "average" learners; Group III were college sophomore English majors in a course in intrinsic literary criticism; and Group IV were college senior English majors in a course in extrinsic literary criticism. Subjects were asked to (1) assemble an eleven line poem from fourteen strips from Theodore Roethke's "The Manifestation," of which one was the title; four were half lines, and nine were whole lines; (2) to explain their choices; and (3) to check any or all of 26 clues to order they thought they had used to choose strips for these line positions. Results confirmed the hypotheses that (1) readers at different levels of schooling respond to different structural principles; and (2) those same readers perceive different clues to structural principles. The study also discusses numerous conclusions derived from the data related to levels of schooling and levels of recall and recognition of structural principles in poetry. (Author/DI)

ED 078 410 CS 200 410

Angelotti, Michael Louis

A Comparison of Elements in the Written Free Responses of Eighth Graders to a Junior Novel and an Adult Novel.

Pub Date 72

Note—127p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-32,754, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—American Literature, *Grade 8, *Literary Analysis, *Literary Styles, Literature, *Reading Research

This study investigated the adolescent experience with adult literature. Sixty-six eighth graders' free written responses to the Junior novel "Turned Out" were compared to their responses to the adult novel "A Separate Peace." Both novels were segmented into four divisions representing the exposition, development, climax, and conclusion of each work. The reactions of the sixty-six students to each division of "A Separate Peace" were compared to the corresponding divisions of "Tuned Out" using the

Purves System of classifying elements of written response to literature by category, subcategory, and element. Reactions to each novel as a complete work were also compared. Character analysis provided nearly seventy-five percent of all interpretive responses and girls wrote a higher percentage of interpretive statements than boys did. The largest portion of evaluative responses to both books was affective evaluation. Both formal and affective evaluation occured more often in response to "A Separate Peace" than to "Tuned Out." Patterns of responses across the exposition, development, climax, and conclusion divisions of each novel showed covariant patterns for statements of involvement and evaluation. Statements of perception for "A Separate Peace" were highest as response to the exposition and lowest at the point of climax, while for "Tuned Out" they were lowest in response to the exposition and highest at the climax. (Author/WR)

ED 078 411 CS 200 411

Lovern, Mary Frances

Guidelines for the Pursuit of Full Humanity in a Secondary English Program.

Pub Date 72

Note—147p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,056, MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Composition (Literary), *Curriculum Development, *English Programs, Film Study, *Humanization, Language, Literature, Novels, *Secondary Education, Teacher Education

This study investigated current criticisms of education and attempted to determine a rationale and establish guidelines for change in the secondary English program. What was sought was an English curriculum emphasizing humanistic ideals. An attempt was made to formulate guidelines for such a curriculum which would be realized through (1) integration of language, literature, composition, and film study; (2) student involvement; (3) problem-posing education; and (4) dialogical encounter. The guidelines for this English program include two sections. The first section describes the concept, organization for action, and methodology of thematic investigation of the program. The second section presents two ways of implementing the guidelines (through an adolescent novel and a film). Five implications of the study relate to educational change, teacher education, school administrators, the English program, and further research. (Author/DI)

ED 078 412 CS 200 415

Rumbley, Rose-Mary

The History of Speech and Drama Education in the Dallas Public Schools (1884-1970).

Pub Date 71

Note—377p.; Ph.D. Dissertation, North Texas State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17,023, MFilm MFilm $4.00 Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, American History, *Drama, *Elementary Education, *Secondary Education, *Speech Education, Students, *Teachers

This study presents a history of speech and drama education in the Dallas Public Schools from 1884 to 1970, investigating teaching methods, problems, philosophies, contributions, and accomplishments of speech and drama teachers, as well as the attitudes and contributions of administrators toward speech and drama education and the effects of this education on students and on the Dallas community. Inferences, rather than direct conclusions, are drawn concerning three qualities that emerged from this historical study. The first quality, understanding, is related to the teachers themselves: it was found that the success of speech and drama departments depended on the personalities of the teachers. The second quality, tolerance, refers to the important influence speech and drama have had on teaching communication skills and self-understanding. The third quality, perspective, concerns the entire study and refers to the value the spirit of the past can have in building the strength of future work in speech and drama. (Author/DI)

ED 078 413 CS 200 428

King, Martha L., Ed. And Others

The Language Arts in the Elementary School: A Forum for Focus.

National Council of Teachers of English, Urbana, Ill.

Pub Date 73

Note—390p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill 61801 (Stock No. 50544, $4.75 non-member, $4.25 member)

Document Not Available from EDRS.

Descriptors—Composition (Literary), Creative Writing, *Elementary Education, English, Handwriting, *Language Arts, Language Instruction, Literature Appreciation, Reading Skills, Spelling, *State of the Art Reviews, Student Centered Curriculum

This collection of 37 articles presents various perspectives on the purposes, contents, and methods of teaching the language arts in the elementary school. The primary focus is on developments in the language arts during the 1960s. Many of the authors relate innovations in language arts to more traditional concerns; the editors suggest that the general theme of this collection is that the language arts are concerned less with a stricly content-centered curriculum than with emphasizing the development of people by increasing their understanding of language, literature, and communication skills. The essays are grouped into six sections: (1) a state of the arts review, identifying major current issues and proposing future directions; (2) a discussion of what should be the legitimate emphasis of language study in the curriculum; (3) current developments in spelling and handwriting; (4) creative experession in oral and written composition; (5) the teaching of reading skills as one component in a language arts program; and (6) a discussion of how literature study can serve the child. (DI)

ED 078 414 CS 200 467

Squire, James R. Applebee, Roger K.

High School English Instruction Today: The National Study of High School English Programs.

Illinois Univ., Urbana.; National Council of Teachers of English, Champaign, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 68

Note—311p.; Published by Appleton-Century-Crofts, New York

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 02856, $6.50 non-member, $5.50 member)

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Administrator Characteristics, Composition (Literary), Curriculum Development, English Curriculum, *English Instruction, *English Programs, Experimental Teaching, Language, Literature, *National Surveys, *Program Evaluation, Reading, *Secondary Schools, Speech, Teacher Qualifications, Teaching Conditions, Teaching Methods, Testing, Urban Schools

This book--based on Cooperative Research Project No. 1994 (see ED 010 163)--reports the results of a 5-year study which examined outstanding English programs in 158 primarily metropolitan high schools in 45 states, and identified aspects of these programs which might be emulated or improved. Questionnaires were analyzed on data processing machines, interviews were subjected to content analysis, and specialists in English observed classroom procedures. Shared characteristics of these schools were found to be (1) effective and intelligent administrators, (2) well-prepared English teachers who are professionally interested in both the subject and the students, (3) adequate instructional materials, (4) reasonable teaching conditions, (5) locally-prepared curriculum guides, (6) a disturbing lack of sequence and structure in programs, especially composition and language, (7) an emphasis on literature, providing for close reading of individual texts supported by supplementary individual reading, (8) inadequate attention to reading, speech, and examinations, and (9) lack of radical educational experimentation. Recommendations for improved English instruction are based on these findings. (This document previously announced as ED 023 667.) (JS)

ED 078 415 CS 200 468

English Teacher Preparation Study, Guidelines for the Preparation of Teachers of English, An Exposition.

Modern Language Association of America, New York, N.Y.; National Association of State Directors of Teacher Education and Certification.; National Council of Teachers of English, Champaign, Ill.

Pub Date Apr 68

Note—93p.; Reprinted from English Journal, April 1968

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 18858, $1.00 non-member, $0.90 member)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*English Education, *English Instruction, *Guidelines, Inservice Teacher Education, Preservice Education, Professional Education, Professional Training, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, Teacher Certification, *Teacher Education, Teacher Motivation, *Teacher Qualifications, Teacher Responsibility, Teacher Role, Teacher Supervision, Teaching

The first four articles in this collection discuss the importance of the study which developed the Guidelines for the Preparation of Teachers of English and explain the use of the guidelines. Following articles evaluate the teacher's role as a professional, review the history of the preparation of teachers of English, and summarize the history of the English Teacher Preparation Study. The six guidelines with their numerous detailed subheadings--an attempt by the English profession to describe the standards it believes are required for English teaching--are then presented. Concluding articles contain nine short "classic" statements on teacher preparation in English, and describe the elementary and secondary school certification requirements for teaching English in each of the 50 states. (This document previously announced as ED 020 192.) (LH)

ED 078 416 CS 200 471

Allen, Diane H., Ed.

The Discovery of English: NCTE 1971 Distinguished Lectures.

National Council of Teachers of English, Urbana, Ill.

Pub Date 71

Note—99p.

Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 01358, $2.00 non-member, $1.80 member)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Child Language, Composition (Literary), Discovery Learning, Elementary Schools, *English Instruction, *Essays, *Language Arts, *Literary Criticism, Literature Appreciation, Negro Literature, Standard Spoken Usage, Teaching Techniques

Identifiers—*National Council of Teachers of English, NCTE

This book discusses new developments in the discipline of English. It contains six essays. In "The Ghetto of the Negro Novel: A Theme with Variations," Blyden Jackson explores why the setting of the Negro novel is in the city ghetto rather than in the rural Southland. Albert Marckwardt investigates the concept of "standard English" in both its linguistic and its sociological dimensions. In "Rhetoric: How Do You Carve an Elephant?" Robert Gorrell reveals a positive approach to instruction in composition that replaces teaching negative rules and drilling on usage with teaching "Understanding," an understanding solidly based in the art of rhetoric. Arthur Eastman leads his audience to discover with him "more things" revealed through literature, in this case through Hamlet's discovery of his kinship with humanity. In "The Reunion of Historical and Literary Study," David Fowler urges the reader to look beyond a narrow interpretation and fragmented view of the discipline of English to "a new integrated vision and a new vitality" that reunite historical and literary study. William Iverson urges the reader to accept the challenge and privilege of guiding children in the process of defining themselves through language. (This

document previously announced as ED 058 189.) (CK)

ED 078 417 CS 200 475
Fagan, Edward R., Ed. Vandell, Jean, Ed.
Through a Glass, Darkly: Classroom Practices in Teaching English, 1971-1972.
National Council of Teachers of English, Urbana, Ill.
Pub Date 71
Note—106p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, Educational Accountability, *English Instruction, Essays, Evaluation Techniques, Group Discussion, Learning Theories, *Programing, Response Mode, *Systems Approach, *Teacher Attitudes, *Teaching Techniques

The dilemma articulated in small group and en masse discussions produced the theme, "Through a Glass, Darkly," for the 1971-1972 edition of "-Classroom Practices." This document is a collection of essays espousing various methods of teaching English. One predominant concern of all English teachers is the issue of priorities in education. English teachers are especially anxious to rearrange educational perspectives by finding alternatives to systems approaches. The entries in this document try to show teaching techniques, response modes, and evaluation procedures that are superior to impersonal systems and more accurate than any accountability procedure. However, many of these techniques could be programmed, or framed as behavioral objectives, although in both cases, the task would be difficult. Polarized, the educational alternatives that we face are systems approach versus the human factor. It is concluded that systems approaches can be adapted to our classrooms based on the structures used in many of the articles in this document. (This document previously announced as ED 058 215.) (Author/CK)

ED 078 418 CS 200 476
Shakespeare in School and College.
National Council of Teachers of English, Champaign, Ill.
Pub Date 64
Note—61p.; Essays originally appeared in April 1964 issues of the "English Journal" and "College English"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Characterization (Literature), *College Instruction, Comedy, *Drama, *English Instruction, Literature Appreciation, Realism, *Secondary Education, Stages, *Teaching Methods, Theaters, Tragedy
Identifiers—*Shakespeare (William)

The teaching and understanding of Shakespeare are the subjects of these essays by (1) Louis B. Wright, who is concerned with the elements of Shakespearean plays which give them world-wide acceptance and timelessness, (2) Richard Hosley, who explores the use of stage curtains both today and when Shakespeare's plays were first produced, (3) G. L. Barber, who discusses Shakespeare's handling of farce in "The Comedy of Errors," (4) Stephen A. Shapiro, who examines the reversals and transformations in "Romeo and Juliet" from a psychoanalytic viewpoint, (5) Robert Ornstein, who suggests that in teaching "Hamlet," it is more important to comprehend the beauty and power of the whole dramatic action than to dissect the play, (6) Warren Taylor, who provides guides in the understanding of King Lear and his actions, (7) Harriet Dye, who concentrates on the theme of appearance and reality in "King Lear," (8) Louis Marder, who considers the problem of "method" in the teaching of Shakespeare, and (9) Gladys Veidemanis, who suggests ways of teaching Shakespeare in high school that will help students become aware of the complexity, richness, and universality of his drama. (This document previously announced as ED 033 949.) (JM)

ED 078 419 CS 200 478
Farrell, Edmund J.
Deciding the Future: A Forecast of Responsibilities of Secondary Teachers of English, 1970-2000 AD.
National Council of Teachers of English, Urbana, Ill.
Pub Date 71
Note—198p.; NCTE Research Report No. 12
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 14656, $3.00 non-member, $2.70 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Discovery Learning, Educational Change, *Educational Innovation, *English Education, Individualized Instruction, *Preservice Education, Relevance (Education), *Secondary Education, Student Motivation, *Teacher Education, Teacher Responsibility

This document is a slightly revised version of author's Ph.D. Dissertation, "A Forecast of Responsibilities of Secondary Teachers of English 1970-2000 A.D., with Implications for Teacher Education" (ED 049 253). A study in two parts, Part I presents the need for future planning in education; discusses briefly methodologies for forecasting the future; explains why the Delphi technique was chosen for forecasting; describes the selection of experts to participate in the study; examines forces within the society that may affect the future functioning of education as an institution. Part II presents the forecasts of panelists in learning theory, educational technology, secondary curriculum, and English; and discusses some general implications of the study for programs of teacher education and some specific implications for the preservice education of secondary teachers of English. (This document previously announced as ED 053 138.) (DB)

ED 078 420 CS 200 479
Lundsteen, Sara W.
Listening: Its Impact on Reading and the Other Language Arts.
National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 71
Note—145p.; NCTE/ERIC Studies in the Teaching of English
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 50517, $2.00 non-member, $1.85 member)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Auditory Perception, Behavioral Objectives, *Instructional Materials, *Language Arts, *Listening Skills, Models, Reading, School Role, *Teaching Techniques, *Test Reviews
Identifiers—Thinking Improvement Project, TIP

One of a series of state-of-the-art papers, this monograph focuses upon the reasons for stressing listening in a language arts program. Listening is defined according to six approaches: comparative, ostensive, classificational, structural, operational, and synonymic. Some past and current ideas concerning a taxonomy of listening skills are discussed as to the dimensions of these skills, their prerequisites, ways of classifying them, and a method for formulating skills into learner objectives and arranging them into tentative hierarchies. Examinations are made of criticisms and rationales for listening tests in general, standardized tests, unpublished tests, publishers' informal assessments which accompany their instructional materials, and informal devices such as coding sheets, standards, and checklists. Selected published and unpublished materials designed for various types of instruction, goals, and populations, starting with the young child, are reviewed, and studies and ideas on various teaching techniques are presented. Research references, annotated when appropriate, are given at the end of the report for all chapters. An appendix gives some sample listening lessons from the Thinking Improvement Project (TIP). Figures and other illustrations are given throughout the text. (This document previously announced as ED 057 030.) (CK)

ED 078 421 CS 200 527
Golub, Lester S.
What Can the English Teacher Do with Dialects.
Pub Date [73]
Note—18p.; Unpublished study
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American English, *Dialects, English, High School Students, Junior High School Students, Language Classification, Language Patterns, Language Usage, Native Speakers, Regional Dialects, *Secondary Education, *Standard Spoken Usage, *Teaching Guides

The junior high and senior high school English teacher should not judge dialect speakers as inferior to speakers of standard English but should rather be concerned with teaching his students the power and use of dialects. At the same time, he should capitalize on the students' dialect skills to teach them standard English skills. Teaching Activities which further these aims are: (1) teaching the distinctions among language, dialect, and idiolect (the personal use of Language); (2) exploring the uses of dialect in literature; (3) training students to develop their own linguistic atlas of their area, city, or state; (4) teaching the history of the English language; (5) conducting language mediation exercises to classify and study--without prescriptive judgments--the dialects of members of the class; and (6) using personal language charts, work charts, narrative charts, and language skill charts. Through such activities as these, students from different ethnic groups and races can use dialect study to profitably learn about each other's heritages. (DI)

ED 078 422 CS 200 529
Wilson, Elizabeth C.
Needed: A New Kind of Teacher.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 73
Note—33p.
Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.50 including postage, $1.00 handling charge on billed orders)
Document Not Available from EDRS.
Descriptors—Community Benefits, Community Change, *Community Development, *Educational Change, *Educational Development, Educational Improvement, Educational Innovation, Educational Objectives, *Public Schools, *School Community Programs

This essay discusses the need for reform of American public school education as part of a general process of social reform. The author argues that the old image of the school as a "factory" in which the student is regarded as a product to be processed must be reformed so that the school really does provide a quality education for all. The reform involves changes in traditional curricula as well as new curricula that include not only teachers and administrators but also parents, students, and other community members. Instead of the old progressive idea that the school should be a community, the author proposes that the community should become a school. Everyone in such an environment is potentially a teacher. In this conception of education the teachers are those who organize communities capable of nourishing self-realization by building new alignments of power, communication, and expertise, as well as creating new definitions of community. (DI)

ED 078 423 CS 200 530
Coles, William
The Teaching of Writing: An Invitation to Becoming.
Pub Date [Nov 72]
Note—16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Instruction, *College Students, *Composition (Literary), Discovery Processes, English, Expository Writing, *Language, *Learning Processes, Learning Theories, Self Evaluation, Verbal Learning, Writing, Writing Exercises

This paper discusses a pilot program for a writing course taught by four teachers at Drexel University. One of the primary assumptions was that a course in writing was also one in language. The object of the course was to ask the students to become conscious of themselves as learners and writers and to attempt to discover the function of language in learning. The first assignment asked the students to speculate about the meaning of a college education and about what learning is. Another assignment asked the students to describe, from memory, the face of a telephone dial. When the students compared the actual dial to their descriptions, they found that learning is fundamentally not what we experience, but what we tell ourselves we have experienced--that learning is language "about" experience. The paper discusses subsequent theme assignments leading

up to a final theme that asked the students to assess what they had learned about learning, language, and writing. The author concludes that the course was valuable because it left the students with an informed responsibility for their own education and gave them a chance "to belong to themselves." (DI)

ED 078 424 CS 200 531
Hodges, Richard E.
Report of the Literature Search in the Area of Teaching Behavior in Spelling Instruction.
Pub Date 73
Note—5p.; Paper presented at the meeting of the National Conference on Research in English (New Orleans, February 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Effective Teaching, *Elementary Education, *Language Arts, Language Instruction, Learning Activities, *Research Needs, Secondary Education, Spelling, *Spelling Instruction, Student Teacher Relationship, *Teacher Behavior, Teaching Methods
As a part of the National Conference on Research in English cooperative research project concerning teacher behavior in the language arts, a literature survey was made to locate studies describing the behaviors of teachers during spelling instruction. The search was limited to studies reported during the period November 1966 to November 1971. Applying the selection criteria of the total project, no studies were found that clearly specified teaching behavior during spelling instruction. Spelling studies continue generally to be concerned with (1) the nature of the orthography, (2) learner variables, or (3) instructional method. While a comprehensive understanding of what constitutes effective spelling instruction must take into account these factors, teacher interaction with pupils during spelling instruction needs also to be accounted for. The effects of teaching behavior upon pupil achievement in spelling appears to be at least one factor warranting future study. (Author)

ED 078 425 CS 200 537
Recognizing Literary Works and Characters: Theme 3, Literature.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—R-02-L-03
Pub Date Apr 73
Note—133p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.60)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adolescents, *Adults, *Children, English, Evaluation, Literary Analysis, *Literary Discrimination, Literary Genres, *Literature, Mythology, Parody, Poetry, Short Stories
Identifiers—*National Assessment of Educational Progress
This study presents the third of four reports of the 1970-71 National Assessment of Literature. The educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) were surveyed according to their ability to recognize literary works and characters. Five types of exercises were used: (1) an illustration of a well-known nursery rhyme, story, or poem; (2) parodies of famous poems; (3) allusions to some literary work or character; (4) a disguised myth or story pattern; and (5) straightforward questions about specific works and characters. Sample responses to the exercises and detailed results are included. The authors state that the ultimate goal of this study was to discover whether people could use their knowledge of literature to confront new situations, either in literature or in life. The judgment about what the presence or lack of this literary knowledge means is left to the reader. (Statistical data, pages 125-98, removed because small type size prohibits reproducibility.) (DI)

ED 078 426 CS 200 547
English Language Arts: Composition Section, K-12.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 69
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Composition (Literary), *Composition Skills (Literary), *Curriculum Guides, Descriptive Writing, *Elementary Education, Expository Writing, Grammar, Rhetoric, *Secondary Education, Sentences, Sentence Structure, Writing Skills
This curriculum guide provides suggested learning activities for a sequential program in composition skills for grades K-12. The composition skills discussed are listed in developmental levels, not necessarily in terms of grade levels. It is recommended that the student become familiar with basic skills before progressing to the more complex ones. The guide is organized so that the teacher can help the student to include in his writing those patterns which he already uses in his speech. The first part of the guide contains activities related to the mastery of writing sentences and the second part contains activities related to the understanding and use of basic patterns of organizing and developing ideas in writing. Each of these parts is divided into activities for levels K-3, 4-6, 7-9, and 10-12. (DI)

ED 078 427 CS 200 548
English Language Arts: Literature Section K-12, Experimental Edition.
New York State Education Dept., Albany. Curriculum Development Center.
Pub Date 70
Note—161p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Childrens Books, Composition (Literary), *Curriculum Guides, Diction, Drama, *Elementary Education, English, *Literary Analysis, Literary Mood, *Literature Appreciation, Novels, Poetry, *Secondary Education
This curriculum guide is designed to provide a basic framework of skills and activities useful to elementary and secondary teachers in the teaching of literature. The first section discusses activities to facilitate elementary school students' appreciation and understanding of literature. Activities are discussed for grades K-3 and grades 4-6 under the following headings: characterization; plot; setting; point of view; theme; diction; rhythm, sound, and stanza; and mood. A short annotated bibliography follows each of these sections. Bibliographies of children's poetry and general bibliographies for grades K-3 and grades 4-6, as well as a directory of publishers, are also provided in this section. The second section of the guide discusses activities for the junior high school and high school study of literature; activities for grades 7-9 and grades 10-12 are organized under the same headings as for the elementary school section of the guide. (DI)

ED 078 428 CS 200 551
Ratusnik, David L. And Others
Usage of Selected Phonological and Grammatical Structures by Three Preschool Groups of Different Ethnic and Socioeconomic Backgrounds.
Pub Date Feb 73
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Feb. 26-Mar. 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dialect Studies, Language Patterns, *Language Usage, Linguistic Patterns, *Linguistic Performance, *Negro Dialects, Nonstandard Dialects, *Preschool Children, Socioeconomic Status, Sociolinguistics, Speech Habits, Standard Spoken Usage
Two lower socioeconomic groups (one black and one white) from the inner city and a third group of white children from a middle socioeconomic suburban area of Chicago were studied to delineate and compare the usage of selected language structures among children of different social and ethnic backgrounds. Usage of each of the test structures was assessed on each of three speech elicitation tasks--spontaneous speech, structured open-ended responses, and sentence repetition. Phonological structures were assessed on a fourth task, single word picture naming. The findings revealed (1) the copula, single negative transpositions, and postvocalic consonant clusters were used in a similar way by both black and white low socioeconomic children that differed from the pattern of usage evidenced by the middle socioeconomic white children; (2) nonstandard performance on the postvocalic /r/, postvocalic /l/, morphological "s" markers, and certain negative constructions was found to be unique to the low socioeconomic black children; and (3) test structure usage was generally consistent across the different modes of speech elicitation for the three groups, except for a higher incidence of grammatical-syntactic transpositions by the black group on more spontaneous elicitation modes. In addition, sentence repetition procedures were found to be a more powerful tool for displaying dialect forms. (HOD)

ED 078 429 CS 200 552
Page, William D.
Teaching Linguistics to Elementary and Pre-School Children: Review of Research and Comment; and Behaviors of Teachers Teaching Linguistics to Elementary and Pre-School Children.
Pub Date Feb 73
Note—13p.; Two papers presented to the Annual Meeting of the American Educational Research Assn (New Orleans, Feb 26-Mar. 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary School Students, English Instruction, *Language Research, *Linguistics, *Literature Reviews, Preschool Children, Structural Linguistics, *Teacher Behavior, *Transformation Generative Grammar
A survey of studies reported between November 1966 and November 1967 on how teachers behave while teaching transformational and structural linguistics to elementary school and preschool children is described. Only empirical studies of teacher behavior are reported. Studies primarily concerned with listening, children's literature, thought processes associated with language arts teaching, reading, oral language, speaking, spelling, and writing, as well as guides, general directions, manuals, and linguistics in foreign language instruction, are excluded. The studies that are reported include several describing controlled teacher behavior and the effects of using various linguistically based classification schemes, the compared behavior of groups of teachers carrying out differing curriculum tasks, and changes in behavior resulting from linguistic manipulation. Many of the studies center on the improvement of oral language or the teaching of oral language, nonstandard speech, and the language of bilingual children. The studies are few and marginal, suggesting that teacher preparation does not generally require linguistics training, that curriculum studies which cite what is being taught are usually not concerned with teacher behavior, and that further research is needed. (HS)

ED 078 430 CS 200 559
A Non-Graded Phased Elective English Curriculum; O. L. Smith Junior High School Superior English Program.
Dearborn Public Schools, Mich.
Pub Date [72]
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Problems, Curriculum, *Curriculum Design, *Curriculum Development, Elective Subjects, *English Instruction, Flexible Scheduling, Instructional Innovation, *Junior High Schools, *Ungraded Curriculum
The philosophy and design of a nongraded, phase elective English curriculum as implemented at O. L. Smith Junior High School in Dearborn, Michigan, is presented. In addition, a listing of courses offered and an outline of the administrative and scheduling changes required are given as an aid to others who may wish to institute such a program. One elective course is fully described. The booklet concludes with a two-year evaluation of the program by the principal. Measures of student and parent attitudes and the Iowa Test of Basic Skills were the instruments used for evaluation. Attitudes of both students and parents were overwhelmingly favorable. Actual data from the Iowa Tests are not given but the staff at O. L. Smith was "quite satisfied with their students' efforts, and is especially pleased by their students' growth in vocabulary development, interests, and combined application." (TO)

ED 078 431 CS 200 560
Elbow, Peter
Writing without Teachers.
Pub Date 73
Note—196p.
Available from—Oxford University Press, 200 Madison Ave., New York, N. Y. 10016 ($1.50 paper)
Document Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), Creative Activities, *Creative Writing, *Expository Writing, Group Activities, Individualized Instruction, Prose, *Self Directed Classrooms, Technical Writing, *Writing Exercises

This book discusses a program for learning how to write fiction and poetry as well as reports, lectures, and memos. The program can be used in writing classes or by individuals who want to improve their writing ability. The first chapter discusses the value of "freewriting exercises," the production of unedited, non-stop written work. Chapter two provides suggestions on how to develop a facility for "making words grow." Chapter three discusses the process of the interaction of contrasting or conflicting ideas in writing. Chapter four discusses a teacherless writing class in which a number of people regularly meet to react to each other's writing, and chapter five further discusses the merits of such a class. An appendix essay provides a theoretical justification for the teacherless writing class and argues that the writing program proposed is not an anti-intellectual enterprise. (DI)

ED 078 432 CS 200 565

Burgess, Carol And Others

Understanding Children Writing.

Pub Date 73

Note—189p.; Published by Penguin Books Ltd., Harmondsworth, Middlesex, England

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 32930, $2.40 non-member, $2.20 member)

Document Not Available from EDRS.

Descriptors—*Children, *Composition (Literary), *Creative Writing, *Elementary Education, English, *Expository Writing, Imagination, Secondary Education, Student Writing Models, Writing Skills

This anthology presents a selection of children's writing collected and discussed by ten teachers from Great Britain. Part one presents a variety of different types of children's writing. Part two includes examples of creative writing. Part three includes examples of informative writing. Part four presents the writing of four pupils, ages seven, nine, fourteen, and eighteen, at various stages of their formal education. Part five contains examples of writing which illustrate various kinds of difficulties. Part six includes, along with the examples of children's writing, comments by the teachers about the contexts of the writing assignments. A bibliography is included. (DI)

ED 078 433 CS 200 575

Ackerman, James S. And Others

Teaching the Old Testament in English Classes. English Curriculum Study Series.

Indiana Univ., Bloomington. English Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 73

Note—494p.

Available from—Indiana University Press, Bloomington, Ind. 47401 ($12.95 cloth, $4.95 paper)

Document Not Available from EDRS.

Descriptors—Ancient History, *Biblical Literature, Christianity, *English Curriculum, Judaism, Junior High Schools, *Literary Analysis, Middle Eastern History, Religion, *Secondary Education, *Teaching Guides, World Literature

This book contains background information and suggested discussion questions and classroom activities for the teaching of the Old Testament as literature in junior and senior high school English classes. This approach to biblical scholarship attempts to represent the general consensus of those Protestant, Catholic, and Jewish scholars who attempt to understand the development of biblical religion and history within the context of its Near Eastern background. Part one discusses the historical background of the Old Testament while part two provides analyses of the literature of the Old Testament. The notes on each narrative are designed to help the teacher illuminate the biblical text, and the discussion questions are suggestions designed to provoke the students' interest, not to stress a particular religious interpretation. An annotated bibliography of books on the Bible of interest to teachers of English is included. (DI)

ED 078 434 CS 200 578

Rosenfield, Lawrence William

Aristotle and Information Theory: A Comparison of the Influence of Causal Assumptions on Two Theories of Communication. (Janua Linguarum Series Maior 35.)

Pub Date 71

Note—149p.; Published by Mouton, The Hague

Available from—Humanities Press, 450 Park Avenue South, New York, N.Y. 10010 ($12.50 cloth)

Document Not Available from EDRS.

Descriptors—*Aristotelian Criticism, *Discourse Analysis, *English, *Information Theory, Language Arts, Persuasive Discourse, Rhetoric, *Rhetorical Criticism, Speech, Writing

This study sought to discover what critical apparatus would be most appropriate for observers of verbal discourse who choose to accept Aristotelian or "information theory" causal accounts of dynamic process. The major conclusions were: (1) Both causal systems employ a static grid to express relationships; but while the Aristotelian relations are generic, the information theorist is limited to correlating perceived structural similarities among message components. (2) Both types of critic will seek an objective, analytical orientation for discussing rhetorical discourse; but whereas the Aristotelian investigates the motivational aspects of human communication, the information theorist assesses the persistence of structural characteristics through time. The comparison of causal notions in these two theories illuminates the influence of causation upon the theory and pracitce of rhetorical criticism. (DI)

ED 078 435 CS 200 593

Torrance, E. Paul

Creativity. What Research Says to the Teacher, Series, No. 28.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 69

Note—36p.

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($0.25 single copy)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Environment, *Creative Activities, Creative Development, *Creativity, Creativity Research, Educational Objectives, Elementary Education, Higher Education, *Measurement Techniques, Rewards, Secondary Education, Student Teacher Relationship, *Teaching Techniques

This pamphlet touches on definitions of creativity; its manifestations and methods of measurement on the preschool, elementary, high school, and college levels; its pattern of development; non-test ways of identifying creative behavior; and an explanation of creative learning. Common blocks to creative development are delineated, and a section entitled "What Can Teachers Do?" offers some guidelines on how to provide opportunities for creative behavior, develop skills for creative learning, reward creative achievements, provide for continuity of creative development, establish creative relationships with children, and develop a supportive classroom atmosphere. Also included are prescriptions for determining goals in guiding creativity and a discussion of ways in which teachers may understand and increase their own creativity. General and selected research references are appended. (MF)

ED 078 436 CS 200 608

Holden, Marjorie H. MacGinitie, Walter H.

Metalinguistic Ability and Cognitive Performance in Children from Five to Seven.

Pub Date Feb 73

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Feb. 26-Mar. 1,1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Language, *Cognitive Development, Cognitive Tests, Grade 1, Kindergarten Children, *Language Development, Language Tests, Perceptual Development, *Psycholinguistics, Reading Tests, *Word Recognition

Identifiers—*Metalinguistics, Piaget (Jean)

The purposes of this study were to determine (1) whether there is a developmental sequence in children's acquisition of metalinguistic abilities and (2) whether the acquisition of these abilities is related to Piagetian operations. Word awareness served as the measure of metalinguistic ability. An attempt was also made to determine whether the emergence of word awareness could be shown to follow a theoretically postulate sequence. Items were constructed on the assumption that word awareness proceeds according to predictable principles and included words in an unstructured list, the addition of words to sentences that already form a semantic whole, and the addition of a word which changed the grammatical structure of the sentence. Fifty kindergarten and 50 first grade children were tested on word awareness, seriation tasks, riddles, reading readiness, reading achievement, and IQ. Findings showed a rapid increase in word awareness at about age six and substantiated the theoretically predicted order of difficulty of the item types. Results also corroborated previous findings which showed that neither seriation operations nor metalinguistic abilities appear before age five for most children. Findings suggested that most children acquire linguistic skills prior to cognitive ones. (HOD)

ED 078 437 CS 200 613

Klingberg, Gote

Goal-Based Literary Instruction: A Summary of the Basic Analyses of the LIGRU Project and a Programme for Practical Application and Further Research.

Gothenburg School of Education (Sweden). Dept. of Educational Research.

Report No—R-Bull-15

Pub Date Jun 73

Note—128p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum Development, Educational Objectives, Educational Programs, *Educational Research, *Elementary Education, *English Instruction, Instructional Programs, *Literature, *Secondary Education, Teaching Procedures

Identifiers—*LIGRU Project, Sweden

This report discusses the results of a research project conducted by the Swedish National Board of Education concerning the reading of literature in the comprehensive school (the compulsory nine-year school for pupils between seven and sixteen years old). The report discusses basic questions concerning the objectives, instructional procedures, and evaluative criteria of the teaching of literature. Among the specific topics discussed are (1) the concept of literature, (2) the concept of literary instruction, (3) goal-based instruction, (4) the design of this research project, (5) the taxonomy for the classification of educational objectives, (6) the goal document analysis, (7) the construction of objective-procedure-criterion units, (8) the stimulation of teacher discussion around the list of proposed curricular objectives, (9) the preparation of other educational aids and basic materials to render literary instruction more effective, and (10) the case for a center of research and development in the field of literary instruction. A number of figures and tables are also included. (See ED 059 216, ED 060 520, ED 070 105 for related documents.) (DI)

ED 078 438 CS 200 615

Gage, Thomas E., Comp.

A Report on the Evaluation of Pilot English Selective Courses in the Mt. Diablo Unified School District.

Mount Diablo Unified School District, Concord, Calif.

Pub Date 71

Note—107p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Biblical Literature, Classical Literature, *Course Evaluation, Developmental Reading, *Elective Subjects, English Programs, *Evaluation Criteria, Films, Humor, *Literature, Negro Literature, Russian Literature, *Secondary Education, Short Stories, Speed Reading, Ungraded Programs

This report discusses the results of an evaluation of eleven high school elective, ungraded English courses offered by the Mount Diablo School District in California. The courses were evaluated by classroom teachers and administrators on the basis of modifications of nine of the twelve hypotheses derived from studies by Squire and Applebee regarding the characteristics that should be found in superior English programs.

The courses were: the literature of fantasy, black literature, Russian literature, literary classics, Bible as literature, short story, developmental reading, the film, speed reading, humorous literature, and applied English. Appendixes include (1) a description of the ungraded English programs, (2) the evaluation assignment, (3) the nine hypotheses used in evaluating the courses, (4) the procedure for evaluation of the courses, (5) the classroom observation form, and (6) the student responses to the English courses. (DI)

ED 078 439 CS 200 616
Gage, Thomas E., Comp.
The Concord High School English Department Selective Program: Philosophy, Objectives, Evaluation.
Mount Diablo Unified School District, Concord, Calif.
Pub Date 67
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Objectives, *Elective Subjects, English Curriculum, *English Programs, Evaluation Criteria, *Grade 9, Language, *Language Arts, Literature, *Secondary Education, Student Evaluation, Ungraded Programs

This curriculum guide discusses the selective Language Arts program at Concord High School in the Mount Diablo Unified School District in California. Included are (1) a discussion of the philosophy behind the Language Arts program; (2) a description of the Language Arts program, which is a phase-elective, ungraded program in which the student and teacher participate in evaluating and selecting the student's English courses; (3) a discussion of the skill and content objectives of the ninth grade English program (which prepares the student for the selective program in grades ten, eleven, and twelve); discussions of (4) composition objectives, (5) language objectives, and (6) literature objectives for grades ten, eleven, and twelve; and (7) a group of tables and graphs used in evaluating the English program. (DI)

ED 078 440 CS 200 617
Kenzel, Elaine Williams, Jean
Women in Literature, English, World Literature: 5114.301.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—39p.; Authorized course of instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Characterization (Literature), *Course Descriptions, *English Curriculum, Females, Feminism, Literary Analysis, *Literature, *Secondary Education, *Womens Studies
Identifiers—*Quinmester Program

In an attempt to understand the shaping of the feminine personality in contemporary society and the processing of culturally defined sex roles, their images and identities, this course, "Women in Literature," examines the diverse images of women and the female mystique as represented by selected feminine protagonists in noted literary works. Teaching strategies are suggested that will lead students to focus on personal views of feminine problems and to rationalize the docile acceptance of roles expected of women. The range of subject matter includes contemporary attitudes toward women, statistics on males and females, current media views of women, literary portrayals of women, life styles and achievements of contemporary women, and evaluation by students of attitudinal stances. Through analyses of literary heroines, of social, economic, and literary forces, and of the literary works themselves, insights should be provided into the divergence between fictional females and their real life counterparts. (HOD)

ED 078 441 CS 200 618
Randolph, James B.
Behind the Curtain, English, Drama: 5113.50.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—17p.; Authorized course of instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acoustics, Clothing Design, *Curriculum Guides, Dramatic Play, *Dramatics, Lighting, Management, *Production Techniques, *Secondary Education, Stages, Teaching Guides, *Theater Arts, Theaters
Identifiers—*Quinmester Program

This curriculum guide is intended for a course to provide high school students with a unified study of the production staff that makes a play possible: theatre management and set design, make-up, lights, and sound staff. The activities suggested in the course may be used as a laboratory and taught in correlation with the actual production of a play, or the emphasis may be on stagecraft. Specifically, the course content consists of a study of the director and his staff, including the set designer, costumer, lighting technician, make-up artist, property master, and others. In order for the student to understand the importance of the business department, a section of theatre management has been included. The guide includes numerous suggested teaching activities and a list of student and teacher resources, including textbooks, films, and filmstrips. (DI)

ED 078 442 CS 200 619
Randolph, James B.
What Is This Thing Called Theatre? English, Drama: 5112.53.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—35p.; Authorized course of instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acting, Clothing Design, *Curriculum Guides, Drama, *Dramatic Play, *Dramatics, Management, Music, Production Techniques, *Secondary Education, Skits, *Theater Arts
Identifiers—*Quinmester Program

This curriculum guide provides an introductory course in the theatre for first-year high school students. The course uses an interdisciplinary approach and includes a discussion of types and styles of drama, a brief history of drama, fundamentals of acting, and techniques of play production focusing on music, costume design, make-up, scenery, poster display, and theatre management. The course concentrates on the relationship of the theatre to the individual, to society, and to the arts. One of the objectives of the course is for the student to synthesize his knowledge of the theatre by preparing and presenting a one-act play. A list of student and teacher resources is provided which includes textbooks and supplementary materials dealing with acting, play production, and theatre history. Also included are lists of full-lenght one-act-plays and musicals suitable for high school production, a list of play publishers' addresses, and records, films, and filmstrips related to the theatre. (DI)

ED 078 443 CS 200 620
Boone, Dave
The Black Novelist in America, English, Contemporary Literature: 5114.57.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—25p.; Authorized course of instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, American Literature, *Course Descriptions, *English Curriculum, Literary Analysis, Negro Culture, *Negro Literature, *Secondary Education
Identifiers—*Quinmester Program

As part of a quinmester program, this course, "The Black Novelist in America," extends an opportunity for the student to take a personal and intellectual journey into the hearts, souls, minds, and emotions of black people. The range of subject matter includes (1) distinction between the novel and other literary forms; (2) internalization of black folk heritage as a contribution to American literature and music; (3) demonstration of awareness of the contributions black novelists have made to the development of American literature; (4) examination of the impact of the Harlem Renaissance on the black conscience and the literary world; and (5) evaluation of major black writers and their works. Teaching strategies are arranged under performance objectives, all aimed toward bridging the identity gap among young black students and other Americans and toward opening new and exciting avenues for communication. (HOD)

ED 078 444 CS 200 623
Bennett, Madeleine F.
Teaching the Paragraph in Developmental Composition Classes in the Community College with Behavioral Objectives and Art.
Pub Date Apr 73
Note—21p.; Paper presented at the Conference on College Composition and Communication (New Orleans, Apr. 5-7, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Composition (Literary), Descriptive Writing, *Disadvantaged Youth, *Junior College Students, *Paragraph Composition, *Teaching Techniques, Visual Arts, Visual Stimuli

A method called "Objectives-Art," by which disadvantaged students in a community college can be taught to structure paragraphs, is described. Works of art are intended to be a stimulus to the student's sense of unity between form and content, and the objectives are aimed at transferring the student's perception of form and unity into a process which can improve the quality of his writing. The method consists of a prewriting sample of student paragraphs, a slide of a work of art as visual stimulus to perception, performance objectives for structuring paragraphs, other visual devices such as models of paragraphs, sequentially arranged instruction based on approximations of the final results, in-class practice of every objective, and frequent encouraging reinforcement of student responses. Objectives for the method require the student to include in his paragraph (1) the title of the art work; (2) the name of the artist; (3) the name of the work of art; (4) quotation marks around the title of the work; (5) dominant impressions the student had of the work; (6) logical order to details; (7) a minimum of three details; (8) each detail must be related to the dominant impression; (9) repetition of key ideas; (10) mention of the artist; and (11) a clincher sentence to finish off the paragraph. (HOD)

ED 078 445 CS 200 627
Borgh, Enola
Transformations and Stylistic Options.
Pub Date Nov 72
Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, Nov. 23-25, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Deep Structure, *Evaluation Criteria, *Rhetoric, Sentences, Surface Structure, Syntax, *Teaching Methods, *Transformation Generative Grammar, *Writing Skills

Modern transformational grammars can be effective tools for writing, for they offer hypotheses and generalizations about English sentences which can be used in an infinite number of linguistic contexts. One writing skill which transformational grammars can help students achieve is the ability to choose between synonymous expressions. Some transformations which have rhetorical significance are the passive voice, the "there" transformation, extraposition, and the cleft. Each of these transformations enables a writer to take different syntactic routes through a sentence. Another transformation which has rhetorical significance is clause consolidation, or the ability of a mature writer to embed a number of sentences into one. While this discussion of transformations does not prove the extent to which transformational grammar can be related to the teaching of writing, it can be useful in the evaluation of writing. (DI)

ED 078 446 24 CS 200 629
Kitzhaber, Albert R. And Others
An Experimental Curriculum in the English Language Arts, Grades One Through Six. Final Report.
Oregon Univ., Eugene. Oregon Elementary English Project.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0143
Pub Date Jun 73
Contract—OEC-0-8-080143-3701(010)
Note—119p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Composition (Literary), *Curriculum Development, *Curriculum Evaluation, Drama, *Elementary School Curriculum, Language, *Language Arts, Literature
Identifiers—*Oregon Elementary English Project

Discussed and examined are the responses from 150 teachers who tried out the language arts curriculum developed by the Oregon Elementary English Project. Sections in this volume include an introduction to the Project, methods used in preparing the curriculum, results of the curricu-

lum and an evaluation of the results, discussions of the curriculum strands on literature, drama, language, and composition, general conclusions, and an appendix which contains sample evaluation forms and tests. (HOD)

ED 078 447 CS 200 632
Huntington's PACE Project. Final Evaluation Report.
Suffolk County Board of Cooperative Educational Services, Huntington, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date Jul 70
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aesthetic Education, Art Appreciation, *Cultural Enrichment, Humanities, *Junior High Schools, *Theater Arts
Identifiers—*PACE
Summarized are the findings and evaluations of a PACE Project, working closely with the Performing Arts Foundation of Huntington Township near New York City, on a program which explored ways in which the professional performing arts could successfully be used in education to foster aesthetic appreciation, understanding and involvement. The project was directed towards 16,000 students in grades seven through nine. Employed were artists of high quality, young dancers of limited experience, various quality performing artists and groups, and a district coordinator. The validity of the program was attested to by (1) the 8 superintendents after the end of 3 years, (2) some districts had broadened the scope of the program, and (3) other school districts committed funds for participation in the program. HOD)

ED 078 448 CS 200 638
Douma, Rollin George
Book Selection Policies, Book Complaint Policies and Censorship in Selected Michigan Public High Schools.
Pub Date 73
Note—163p.; Ph.D. Dissertation, University of Michigan
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Censorship, *English Departments, *High Schools, *Policy Formation, *Reading Material Selection, School Policy, School Surveys, Textbook Selection
Questionnaires were sent to 244 English department chairmen in the public high schools of Michigan's six l. st cities in this study, which (1) describes th. content of the various book selection and book complaint policies used by the departments; (2) compares the effects these policies have on the inhibition or resolution of censorship; and (3) provides a complete sample book selection and complaint policy modeled on the best characteristics of the policies examined for this study. Findings support three hypotheses: that most English departments do not have a written policy explaining the procedures and criteria used to select books; that most English departments do not have a written policy explaining the procedures used to acknowledge and resolve objections to books selected or recommended; and that English departments with no written policy are less successful in inhibiting or resolving censorship than English departments with one or both of the written policies recommended by the American Library Association and the National Council of Teachers of English. Appended are the questionnaire, policy statements, and model book selection and complaint policy. (HOD)

ED 078 449 CS 500 185
Learning about Mass Communication.
Kentucky Council for Education in Journalism.; Kentucky State Dept. of Education, Frankfort. Office of Curriculum Development.
Pub Date Jun 72
Note—175p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, English Curriculum, *Journalism, *Mass Media, Newspapers, Radio, *Secondary Grades, Speech Curriculum, *State Curriculum Guides, Television
This curriculum guide was developed by a committee organized to produce a common course in journalism for Kentucky secondary schools. The committee's primary goals were to make the journalism course (1) consumer oriented in order to help students become intelligent consumers of media products, and (2) all inclusive in terms of giving attention to all media in proportion to their role in serving today's society. The nine units in the course guide cover the following areas: the communication process, the information and editing function, the interpretative function, the opinion function, the entertainment function, the economic function, historical development of the media, freedom, responsibility, and control of the media, and intelligent use of the media. (RM)

ED 078 450 CS 500 276
Haroldsen, Edwin O. *Kirkham, Kreg*
Social Power as a Barrier to Communications Feedback.
Pub Date Apr 73
Note—28p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-28, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Group Dynamics, *Individual Power, Information Theory, *Interaction Process Analysis, *Interpersonal Competence, Interpersonal Relationship, *Literature Reviews, Research Methodology
The investigators assume that in a social power relationship, where one person has the power to reward or punish another for the latter's behavior, the social inferior will tend to conceal from a superior information he possesses or attitudes he holds which, if shared, might cause the superior to censure the inferior. To test this hypothesis, two pilot studies were conducted at Brigham Young University in the summer of 1972, and a more extensive study was run in the spring of 1973. The object was to present the class instructor in a social power position in the experimental condition, and in a non-power position in the control condition. Students were made to infer that their responses would affect their standing with the instructor and thus their grade. The data compiled do not support the authors' hypothesis that in a communications situation a message receiver will be less candid and more anxiety-ridden in feeding back information to a sender who exerts social power. (EE)

ED 078 451 CS 500 293
Weisman, Martha
How Women in Politics View the Role Their Sex Plays in the Impact of Their Speeches on Audiences.
Pub Date Mar 73
Note—15p.; Paper presented at the Annual Meeting of the Eastern Communication Assn. (New York, March 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), Females, Persuasive Discourse, *Political Attitudes, Public Opinion, *Public Speaking, *Rhetorical Criticism, *Sex Discrimination, Social Attitudes, *Speeches
While investigating materials for a new course at City College of New York dealing with the rhetoric of women activists, women who were previously actively involved in the "political scene" were asked to respond to the question, "-Does the fact that you are a women affect the content, delivery, or reception of your ideas by the audiences you have addressed? If so, how? Women of diverse political and ethnic backgrounds replied. Although the responses were highly subjective, many significant issues were recognized that call for further investigation. While a number of women denied that sex plays any role in the impact of their ideas on audiences, others recognized the prejudices they face when delivering speeches. At the same time, some women who identified the obstacles conceded that these prejudices can often be used to enhance their ethos. One of the most significant points emphasized was that we may have reached a new national consciousness toward women politicians. (EE)

ED 078 452 CS 500 294
Scott, Michael D. *Bodaken, Edward M.*
Backtrack Programming: A Computer-Based Approach to Group Problem Solving.
Pub Date Apr 73
Note—6p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Conflict Resolution, *Decision Making, *Group Dynamics, Group Relations, *Information Networks, Models, Research Methodology
Backtrack problem-solving appears to be a viable alternative to current problem-solving methodologies. It appears to have considerable heuristic potential as a conceptual and operational framework for small group communication research, as well as functional utility for the student group in the small group class or the management team in the private organization. The method's major advantages are: (1) problem-solving processes are conceptualized and operationalized as a network of interdependent components influencing all relevant outcomes, (2) it can be used efficiently in most problem-solving situations, and (3) it is concerned with more than the identification and description of task-oriented or problem-solving behaviors. (EE)

ED 078 453 CS 500 295
Byers, Burton H.
Testing Interpersonal Communication Performance.
Pub Date Apr 73
Note—13p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), *Communication Skills, Educational Strategies, *Evaluation Techniques, *Instructional Innovation, Interaction, Interaction Process Analysis, *Interpersonal Competence, Speech Curriculum
The testing of proficiency in interpersonal communication is a challenging problem in an age in which people from all over the world, speaking different languages and speaking the same languages differently, must produce useful exchanges of cognitive, behavioral, and affective information. The beginnings of a system for testing and teaching interpersonal communication, based on the ability to produce desired outcomes rather than on language ability, are described. The outcomes of purposeful dyadic communication are quantifiable, can be criterion referenced, and, in some versions, are machine scoreable. "-DyComm" measures communication performance in three different roles: source, receiver, and interchange member. Scoring is right-minus-wrong. There is a bonus for producing correct information and a penalty for producing wrong information. (EE)

ED 078 454 CS 500 296
Bush, Terry M. *Lashbrook, William B.*
The Interaction of Credibility, Evidence, and Language Intensity Manipulation on Belief Formation and Change.
Pub Date Apr 73
Note—19p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Behavior, *Beliefs, Bias, *Changing Attitudes, Communication (Thought Transfer), Evaluation, *Evaluative Thinking, Information Theory, Interaction Process Analysis, Nonverbal Communication, Persuasive Discourse, *Response Style (Tests), Speech, *Stress Variables, Validity, Verbal Communication
Initial credibility, use and non-use of evidence, and language intensity manipulate belief formation and change. Evidence supports the hypothesis that if a group of subject is exposed to a communicator who carries impressive credentials, uses specific data, and phrases a message in intense, fear-producing terms, the subjects will respond with positive belief. However, when these factors are less present, belief is correspondingly reduced. The research methodology used is a first step toward the development of a more complete persuasion testing paradigm. (CH)

ED 078 455 CS 500 297
Wheeless, Lawrence R.
The Relationship of Attitude and Credibility to Comprehension.
Pub Date Dec 72
Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 1972)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, *Attitude Tests, Beliefs, *Cognitive Processes, Comprehension, *Comprehension Development, Listening Comprehension, Memory, Recall (Psychological), Recognition, Research Methodology, *Retention

Prior attitude intensity involvement and salience, along with prior source competence, sociability, composure, extroversion, and character can be used as predictors of recall, of perception of the source's attitude, and of perception of the attitude revealed in the message. The relationship of prior attitudes and credibility to comprehension and selective exposure are the products of the kind of research methodology practiced. There is a relationship between sociability and recall and between composure and perception of attitudes. In addition, the conditions under which test individuals are exposed to messages affect the amount of variance that may be predicted in differing types of comprehension. (CH)

ED 078 456 CS 500 298

Bailey, Dennis L.

Ramist Rhetoric and the Puritan Dilemma.

Pub Date Apr 73

Note—12p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Colonial History (United States), *Expository Writing, *Language Styles, Language Usage, *Literary Styles, *Persuasive Discourse, Public Speaking, Puritans, *Rhetoric

Identifiers—*Ramus (Peter)

The chief insistence of the educational reform that Peter Ramus initiated in the sixteenth century in England was that the liberal arts should exist as separate and distinct disciplines, divided from one another. He split the old rhetorical laws to avoid duplication between dialectic and rhetoric and thus influenced the style of preaching found in the Puritan churches in England and New England, giving impetus to plainness and simplicity of expression in public discourse. Ramus's influence in Puritan discourse was dominant during the early years of New England settlement but began to decline from 1660 onward, several decades before the period others have suggested. Expository discourse reflecting his influence prevailed in the speaking of the first settlers, but the imprecatory style attained growing significance during the last decades of the seventeenth century. (RN)

ED 078 457 CS 500 299

Ryan, Michael G. Cummings, H. Wayland

Man-Machine Communication: Computer Credibility for French and English Canadians.

Pub Date Apr 73

Note—17p.; Paper presented at the Annual Meeting of the International Communications Assn. (Montreal, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Artificial Intelligence, *Attitudes, *Beliefs, Bias, *Communication (Thought Transfer), Computer Oriented Programs, *Computers, Computer Science, Cybernetics, Evaluation, Opinions, Technological Advancement

Identifiers—Canadians, *Credibility

Using survey research methodology in rating "believability" of computers, this study concludes that English Canadians tend to find computers more credible than do French Canadians. The two variables that affected the subjects' attitudes were an affectively positive awareness of the computer's pragmatic abilities and an affectively negative fear of potential computer misuse. Demographic variables such as social class, age, sex, and language mediate the computer credibility phenomenon. (CH)

ED 078 458 CS 500 300

Barsam, Richard Meran

Nonfiction Film; A Critical History.

Pub Date 73

Note—332p.

Available from—E. P. Dutton, 201 Park Avenue South, New York, N. Y. 10003 ($9.95 cloth, $4.95 paper)

Document Not Available from EDRS.

Descriptors—Audiovisual Communication, Communication (Thought Transfer), *Documentaries, *Film Production, *Films, *Film Study, History, Mass Media, Nonverbal Communication, Persuasive Discourse, *Realism, Social Action, Sound Films, Visual Literacy

Identifiers—*Flaherty (Robert), Grierson (John)

In this survey history of the documentary or nonfiction cinema, major emphasis is placed upon John Grierson and the British documentary movement as exemplary of the factual films with goals of social improvement and on Robert Flaherty, whose movement stressed poetic or humanistic nonfiction film treatment. Newsreels and current trends in documentary films are also reviewed. (CH)

ED 078 459 CS 500 301

Rundell, Edward E.

Studies of the Comprehension of Black English.

Pub Date May 73

Note—255p.; Ph.D. Dissertation, University of Texas at Austin

EDRS Price MF-$0.65 HC-$9.87

Descriptors—College Students, *Comprehension, *Dialect Studies, Language Skills, Linguistics, *Negro Dialects, Negroes, Rating Scales, Speech, Speech Skills, *Standard Spoken Usage, Suprasegmentals, *Word Recognition

Identifiers—Bidialectalism, Segmentals

The comprehension performance of Standard English (SE) and Black English (BE) speakers associated with language materials distinguished by segmental and suprasegmental features of black dialect was investigated. Also assessed was the nature of comprehension improvement on these materials by SE speakers who had been systematically exposed to black peer speech. Language materials consisted of tape-recorded narrative passages by black bidialectal speakers in four dialect conditions: SE segmentals and suprasegmentals; BE segmentals and SE Suprasegmentals; SE segmentals and BE suprasegmentals; and BE sigmentals and suprasegmentals. Results indicated (1) both SE and BE listener groups perceived the materials as representative of three dialect conditions; (2) BE listeners judged messages characterized by BE features significantly more comprehensible than did SE listeners; (3) the comprehension performance of SE speakers who received dialect training (SET) was approximately equal across the four dialect conditions; (4) the comprehension performance of SE speakers who listened to SE speech deteriorated in dialect conditions characterized by features of BE; and (5) SET error scores on word recognition were less than those of subjects without dialect training in dialect conditions characterized by features of BE. (Author/HOD)

ED 078 460 CS 500 302

Murray, Elwood Stewart, Joseph L.

An Epistemic Based Information-Communication Model for Management of Communication Disorders.

Pub Date Apr 73

Note—27p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-29, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aphasia, Audiology, *Communication (Thought Transfer), *Cybernetics, Feedback, *Information Theory, Models, *Research Methodology, Speech Handicapped, *Speech Pathology, Speech Therapy, Structural Analysis, Stuttering, Systems Approach

The methodological soundness of a number of communicational models is tested for relevance to communicative disorders. Existing models lack isomorphism in relating environment to language structure. A new model, useful in classification of communicative disorders, is proposed, tested, and found to encompass (1) an indication that language is a tool for human adjustment, (2) an accounting for the variables that work together in the process of symbolizing, (3) feedback, (4) an explanation for disordered communication, (5) a provision for all the receptive-Expressive and central processes, and (6) a means of harmonizing interdisciplinary research in communication. (CH)

ED 078 461 CS 500 303

Rees, Norma S.

Recent Developments in Psycholinguistics: The Study of Language and Its Impact on Speech Pathology and Speech Education.

Pub Date Mar 73

Note—10p.; Paper presented at the Annual Meeting of the Eastern Communication Assn. (New York, March, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Science Research, *Linguistics, *Psycholinguistics, Psychology, *Speech Education, Speech Handicapped, *Speech Pathology, Speech Tests, Speech Therapy

The study of language has had a greater impact on speech pathology and speech education than any other scholarly discipline in recent years. Researchers in the field of speech pathology must now give attention--especially in caring for the growing numbers of children found to have language difficulties--to the study of psycholinguistics. Work in these areas of speech and speech education must involve knowledge of the test instruments (for example, the Illinois Test of Psycholinguistic Abilities) and the detailed research from which they spring Developments in linguistics, psychology, and, to some extent, behaviorism require careful awareness of these fields for any worker in speech pathology and speech therapy, especially in regard to children. (CH)

ED 078 462 CS 500 304

Hopmann, P. Terrence Walcott, Charles

Trends in International Persuasion: Persuasion in the Arms Control Negotiations.

Pub Date Apr 73

Note—46p.; Paper presented at the Annual Meeting of the Central States Speech assn. (Minneapolis, April 5-7, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disarmament, Foreign Relations, Interaction Process Analysis, Models, Negotiation Impasses, Peace, *Persuasive Discourse, *Political Science, *Research Methodology, War, World Problems

An analysis of the bargaining process in international arms control negotiations is possible by developing a framework of interrelated hypotheses, by delineating and practicing interactions study called "Bargaining Process Analysis," and by formulating procedural steps that bridge the gap between laboratory studies and "real world" situations. In the interactions between nations, it can be concluded that as international tensions are lessened, arms negotiations will become more task-oriented rather than affect-oriented; the more flexible the national goals, the more likely is the success of the negotiations; and the lower the key of bargaining threats, the more successful the talks. Superior to Bales' Interaction Process Analysis in this specific application is Bargaining Process Analysis which provides, for example, thematic content analysis and means for coding interactions of bargaining participants in free verbal communication both in the laboratory and in actual international negotiations. (CH)

ED 078 463 CS 500 305

Kell, Carl L.

Is It True What They Say about Dixie?

Pub Date Apr 73

Note—9p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., April, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Political Attitudes, Political Influences, Rhetoric, *Rhetorical Criticism, *Southern Attitudes, Speech

Identifiers—*Presidential Election (1972)

In analyzing the reasons for George McGovern's failure in the presidential election of 1972, the author cites weaknesses in rhetoric, rhetorical strategy, and confrontation with and answers to the issues, and the apt handling of the South by Richard Nixon's aide, Harry Dent. McGovern's continual citation of the "errors of our ways" and his rhetoric of defense is contrasted negatively with Harry Dent's smooth, grass-roots, Southern Base Building. The author concludes that it is indeed still true what they say about the South and that President Nixon listened to the voice of this South in Building his winning campaign. (CH)

ED 078 464 CS 500 306

Keller, Paul W.

The Personal Enjoyment of Conversation.

Pub Date Apr 73

Note—6p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Speech), *Communication (Thought Transfer), *Human Relations, Individual Development, Interaction, *Oral Communication, Personal Relationship, Rapport, Role Perception

Conversation reminds us that we are not alone, that shared language is the opportunity to try on our many masks to see how many of them we can do without. The variety of pleasures accrued from conversation--"layers of pleasure"--deepen only as they move away from the individual orbits into the circle of mutual experience. When conversation is effortless and witty, it elicits a fleeting pleasure--"Narcissus." "Phatic communion" (small talk) is less superficial because it seeks pleasure not only in serving the self, but in letting others know you desire to identify with them. Unfortunately, this exchange usually becomes our most conspicuous escape from intimacy. The layer where pleasure is profound enough to last a lifetime is called "self-discovery." This level constitutes the truth that we cannot come to know ourselves except as we see ourselves in the eyes of another. Conversation at its deepest level of pleasure is called "mutual discovery." This type of conversation transcends the parties involved and must be instantly recognized as being close to the core of life itself. (EE)

ED 078 465 CS 500 307
Wiio, Osmo A.
System Models of Information, Communication and Mass Communication: Revaluation of Some Basic Concepts of Communication.
Pub Date Apr 73
Note—23p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-28, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Communications, Communication Skills, Cybernetics, Films, Information Science, Information Systems, *Information Theory, *Mass Media, *Models, Nonverbal Communication, Systems Analysis, *Systems Approach, Systems Development, Television
Identifiers—*Open and Closed Systems
A more unified approach to communication theory can evolve through systems modeling of information theory, communication modes, and mass media operations. Such systematic analysis proposes, as is the case care here, that information models be based upon combinations of energy changes and exchanges and changes in receiver systems. The mass media is particularly exemplary as a model for such methodological procedure. (CH)

ED 078 466 CS 500 308
Dennis, Harry S., III
Effects of Source Self-Interest and Induced Similarity/Dissimilarity on Opinion Change, Credibility, and Likability.
Pub Date Apr 73
Note—42p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *Behavioral Science Research, Beliefs, *Human Development, Opinions, Personality, *Persuasive Discourse, Public Speaking, Role Theory, *Self Actualization, Self Concept, *Self Evaluation, Speeches
A laboratory experiment, using videotape, was designed to test the self-interest hypothesis, that is, that a subject will increase his effectiveness if he argues in favor of a position that is opposed to his best interests. Four hundred fifty-nine subjects participated in a Solomon Four-Group design for primary data acquisition. Strong opinion change main effects were obtained in support of the self-interest hypothesis, but not for source-audience similarity predictions. In terms of credibility and likability ratings, main effects were observed for source-audience similarity, and it was found that there were no significant interactions.(CH)

ED 078 467 CS 500 309
McCroskey, James C. And Others
Measurement of the Credibility of Peers and Spouses.
Pub Date Apr 73
Note—35p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, Attitude Tests, *Beliefs, *Measurement Techniques, Personality Tests, *Persuasive Discourse, Rating Scales, *Semantic Differential, Semantics, Values
This study was designed to investigate the generalizability of source credibility scales across various types of sources and various types of subjects. Semantic differential scales from previous studies were used as an additional item pool for this study. Results of the work indicated that the factor structure for source credibility for spouses and peers varies from one subject sample to another. There are 25 pages of charts containing results. (CH)

ED 078 468 CS 500 310
Dew, Donald
The Pump-Valve Model of Speech Articulation.
Pub Date 4 Apr 73
Note—8p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., April 4, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), *Instructional Innovation, Language Research, *Models, *Oral Communication, Relevance (Education), *Speech, Speech Curriculum, Speech Education, *Speech Skills
The traditional respiration-phonation-articulation-resonation model of speech production which permeates introductory literature is not the only suitable model of this process. The pump-valve model, which derives from the acoustic theory of speech production, is a viable alternative. This newer model is also consistent with modern theories. It focuses upon the parallel mechanisms within the overall system and suggests relationships between their activities and their consequent sound code product. The pump-valve model is particularly useful because it provides for a straightforward treatment of the speech code. Each of the articulators is given equal weight, and the functioning of one is not emphasized at the expense of others. The treatment of prosodic or suprasegmental features such as pitch and loudness may be deferred until the segmental features are considered, or they may be omitted entirely. (EE)

ED 078 469 CS 500 312
Fitzgerald, Barry C.
A Comparative Study of the Listening Performance of Blind and Sighted Students and of the Effects of Three Variables upon Listening Performance.
Pub Date Apr 73
Note—8p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Blind, *Blind Children, Classroom Communication, Communication (Thought Transfer), *Listening, Listening Comprehension, *Listening Habits, *Listening Skills, Listening Tests
Because there is little research evidence about the listening performance of blind children, a study was designed (in Australia) to provide information on their listening habits as compared with those of sighted children. Forty-four students (22 of them blind) listened in a classroom to tape-recorded material from two tests, Forms X and Y of the Australian Council for Educational Research Listening Test L, designed to distinguish between items requiring receptive and reflective listening skills. Results showed that: (1) for total listening performance blind children were significantly superior; (2) for receptive or reflective listening there was no significant difference between sighted and blind children; (3) on receptive listening tasks both groups showed significant improvement on a second testing; (4) on reflective listening tasks both groups showed deterioration after a period of time; and (5) for receptive listening there was a significant distinction between sightedness and test-time, as well as sightedness, test-time and position in the classroom. (RN)

ED 078 470 CS 500 313
Huseman, Richard C.
Perception Expansion Training: An Approach to Conflict Reduction.
Pub Date Apr 73
Note—16p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Problems, Conflict, *Conflict Resolution, *Group Dynamics, Group Unity, *Interaction, Interpersonal Competence, *Interpersonal Problems, Interpersonal Relationship, *Interprofessional Relationship, Peer Relationship, Perception, Rapport
Interpersonal conflict in organizations is due to differences in perception of organizational subgroup systems operations. Such conflict can be reduced through implementation of "PET," perception expansion training. PET procedures will determine the dimensions of conflict situations and bring into play interacting group therapy which expands the perception of the group members. The result is decreased conflict tension. PET has applications in government, commerce--especially labor-management relations--and in tense racial situations. (CH)

ED 078 471 CS 500 314
Weaver, Richard L., II
Humanistic Approach in Speech: Affective Behavioral Objectives.
Pub Date 9 Mar 73
Note—13p.; Paper presented at the Annual Meeting of the Speech Association of the Eastern States (64th, New York, March 9, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Development, Classroom Communication, *Communication (Thought Transfer), Communication Skills, *Humanization, Interpersonal Relationship, Nonverbal Communication, Oral Expression, Persuasive Discourse, *Speech Instruction, Verbal Communication
The humanistic approach to the teaching of speech is vital, especially in light of current trends in interpersonal communication. Four interrelated classroom goals should be pursued: (1) the establishment of a climate of trust, (2) the encouragement of open expression of emotions, (3) concentration upon the persuasive expression of interpersonal needs, and (4) the creation of an environment for individual discovery of self-originated emotions and the creative expression of these emotions through the use of the whole oral and bodily communicational modes. Resulting humanistic behavioral objectives include the speech teacher's classroom activities (stressing experience-based learning) and an open, non-evaluative atmosphere (resulting in less defensiveness and maximum sharing of feelings). (CH)

ED 078 472 CS 500 315
Barnes, Richard E. Griffin, Kim
Negative Self-Image in Relation to Balance Theory.
Kansas Univ., Lawrence. Communication Research Center.
Pub Date Apr 73
Note—13p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anxiety, *Child Development, Cognitive Ability, *Cognitive Development, Fear, Individual Development, Personality Development, *Self Concept, *Self Esteem, *Speech Skills
There is an assumed relationship between a person's self-esteem, speech anxiety, and low cognitive complexity, but further research is needed for support of this premise. An important question to explore is how a child with speech anxiety (lack of confidence in communication situations) perceives others. Based on balance theory, the answer is that he sees others as a reliable source of information and, therefore, as a threat to his cognitive structure. A counselor for children with such anxieties will be better able to assist them if he has some insight into how others and the counselor himself are perceived by the clients. The difficulty for the counselor is that those with low self-esteem will tend to disbelieve any positive reinforcement they are given. The logical extension for the original premise would be to seek methods whereby an individual could learn to use a larger number of constructs in his interpersonal relationships in order to develop more ability to recognize resources in others. (RN)

ED 078 473 CS 500 316
Richards, William D., Jr. Monge, Peter R.
A Computer Simulation of Human Communication.
Pub Date Apr 73
Note—24p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Artificial Intelligence, Automation, Behavioral Science Research, *Computers,

*Feedback, *Information Theory, Research Reviews (Publications), Technological Advancement, *Technology

Of the many intellectual models available for conceptualizing the communication process, one of the most appropriate is cybernetics. The logical and empirical requirements of a cybernetic model of communication are presented. Based upon a review of relevant findings in the social science literature, these requirements are utilized to create a closed system constituted of open subsystems. The results of that procedure are presented, along with the modifications which were necessary to create the basic propositions. The macrostructure of the simulation and several important issues--the probabilistic nature of the model, cause and effect, feedback, and interaction--are discussed. The conclusion contains an assessment of the utility of the simulation, suggestions for modification, and a brief discussion of the requisite methodology for future empirical validation. (EE)

ED 078 474 CS 500 317

Surlin, Stuart H.

The Evaluation of Dogmatic Television Characters by Dogmatic Viewers: "Is Archie Bunker a Credible Source?"

Pub Date Apr 73

Note—20p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, Beliefs, Bias, Broadcast Industry, Broadcast Television, Commercial Television, *Dogmatism, Evaluation, Mass Media, Media Research, Opinions, *Programing (Broadcast), *Racism, Response Style (Tests), Social Discrimination, Television, Television Research, *Television Viewing

Identifiers—*Bunker (Archie)

The highly rated television program series, "All in the Family," was used to test the relationship between attitudes espoused by televised characters and attitudes held by viewers of this type of television programing. On the basis of survey questionnaires, it was condluded that people who hold dogmatic and, especially, racist beliefs find reinforcement of their opinions in the program's character, Archie Bunker (an espouser of dogmatic, racist ideas). Conversely, audience members who are open-minded (as tested) find Archie "likeable" while disagreeing with his opinions. The female characters in the program series elicit relatively neutral responses. (CH)

ED 078 475 CS 500 318

Weitzel, Al R.

Candidate and Electorate Perceptions of the Nature and Function of Media Messages: A Case Study Approach.

Pub Date Apr 73

Note—28p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication (Thought Transfer), *Elections, Mass Media, *Persuasive Discourse, Political Affiliation, Political Attitudes, Political Influences, *Political Issues, Political Science, *Politics, Public Opinion, *Voting

This study in contemporary campaign communications concentrates on a state-level legislative election in a western state. The candidate selected for analysis (anonymous) expressed his views on the campaign issues and the message he thought he was sending to voters. Voters were sampled to determine the issue- and non-issue-related messages that they received and interpreted from various media. Personal face-to-face campaigning was found to be most effective, with television messages second. A discrepancy between the ideas the candidate thought he was sending to voters and the qualities of the ideas actually perceived by the voters was also found. (CH)

ED 078 476 CS 500 319

Bair, James H.

Experiences with an Augmented Human Intellect System: A Revolution in Communication.

Pub Date Apr 73

Note—35p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, Apr. 25-28, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Artificial Intelligence, *Communication (Thought Transfer), Computers, Industrial Relations, *Information Networks, Information Processing, Information Theory, *Management Systems, *Technological Advancement, *Telecommunication

The Augmented Human Intellect System (AHI) has been designed to facilitate communication among knowledge workers who may accomplish their entire job utilizing this advanced technology. The system is capable of sending information to geographically distributed users. It permits access to and modification of stored information by a number of persons concurrently or independently. The effects of the system in a government research and development office are threefold: (1) the individual is no longer limited to the rigidity of written information; (2) an "augmented knowledge workshop" promotes the integration and synthesization of the efforts of individuals to yield increased group creativity; and (3) the organization can therefore operate around a visible, dynamic body of data generated by the various levels in its hierarchy and immediately communicate managerial or technical matters. The problems encountered include psychological resistance, system failures, weak training due to inexperience, and hardware unavailability. (Author/EE)

ED 078 477 CS 500 320

Thayer, Lee, Ed.

Communication Concepts and Perspectives.

Pub Date 67

Note—439p.

Available from—Hayden Book Co., Inc., 50 Essex St., Rochelle Park, N. J. 07662 ($14.00)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Communication Problems, Communications, Information Theory, Interaction, *Interaction Process Analysis, *Intercommunication, *Interdisciplinary Approach

Communication is not only cross-cultural but interdisciplinary--in fact, even supradisciplinary. The problem of effective communication lies in coordinating various cognitive structures and in overcoming the lack of knowledge about an individual's perceptual mechanization. In this volume, some twenty-five contributors and discussants from five nations and twenty disciplines--from psychiatry to sociology, from drama to information science--present a variety of opinions on the phenomena of human communication. They have attempted to break free of their disciplinary boundaries and, in writing about communication, have tried to communicate effectively with one another and with the reader. Following each paper is a lively discussion in which authorities in other disciplines probe and challenge the concepts and viewpoints offered by the contributor. (EE)

ED 078 478 CS 500 321

A Bibliography of Literature Used in Communication Theory Courses.

Texas Univ., Austin. Center for Communication Research.

Pub Date Jan 73

Note—127p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Bibliographic Citations, *Bibliographies, *Communication (Thought Transfer), *Educational Programs, *Information Theory, Mass Media, *Media Selection, Nonverbal Communication, Teaching Guides, Verbal Communication, Visual Literacy

This bibliography is a compilation of (1) readings used in courses in communications in several major universities in the United States and (2) items recommended by the faculty of the School of Communications at the University of Texas at Austin. This work is an expanded version of the one appearing in the "Journal of Communication" (Vol. 22, September 1972, pp. 306-310). The entries are listed alphabetically by author and, in a separate listing, by first word in the title. (CH)

ED 078 479 CS 500 322

Robinson, David

The History of World Cinema.

Pub Date 73

Note—440p.

Available from—Stein & Day Publishers, 7 East 48 Street, New York, N. Y. 10017 ($10.00)

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, Audiovisual Communication, Film Production, Film Production Specialists, *Films, *Film Study, Foreign Language Films, Humanities Instruction, Mass Media, Media Technology, Repetitive Film Showings, Single Concept Films, Sound Films, *Visual Literacy, *World History

Identifiers—*Cinema History, Cinema Study, Film Aesthetics, Film Auteurism

This survey of the history of world cinema begins with the "Pre-history" of film making and covers developments, by major periods, through 1972. The film making of all major countries, except Australia, receives attention, and the appendixes contain a note on animated films, a selected filmographies list, and a bibliography. Aspects of the film industry are discussed along with the historical commentary. (CH)

ED 078 480 CS 500 324

Weston, J. R.

Teleconferencing and Social Negentropy.

Pub Date Apr 73

Note—21p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cable Television, *Communication (Thought Transfer), Group Dynamics, *Group Relations, Human Relations, Interaction, *Interpersonal Relationship, *Mediation Theory, Personal Relationship, Role Perception, *Video Equipment

Identifiers—Entropy, Negentropy

A mediated, interpersonal communications model, such as the one proposed, has the potential of countering the popular notion that world cultures are suffering entropy. Two-way television, via cable or video tape, can be a successful mediating factor in establishing better interpersonal communication. Exemplary models of such systems involve interaction that solely uses the medium of closed-circuit television, which allows self- and interpersonal interaction and role perception. Thus, emerging technological developments can create a force for negentropy, especially in the interchange of information. (CH)

ED 078 481 CS 500 325

Heisey, D. Ray

A Swedish Approach to International Communication.

Pub Date 26 Apr 73

Note—12p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 26, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication (Thought Transfer), *Cross Cultural Studies, *Cultural Awareness, *Cultural Education, Cultural Enrichment, *Cultural Exchange, Cultural Interrelationships, Culture, Information Networks

The Uppsala International Seminar in Physics assists universities in developing countries in their endeavors to provide a useful and solid training of scientists at all levels (secondary, undergraduate, and postgraduate), to promote basic and applied research within the field of physics, and to demonstrate the fruitfulness of international and regional cooperation and communication. These objectives are met by providing assistance in three forms; fellowships to members of the Swedish research teams, complimentary equipment to supported research teams, the expert advice by able research leaders who make "expert missions" to the nation from which the Fellows have come. The assistance is designed for institutions, not individuals, in the developing countries. By training scientists to cultivate the research needs and priorities of their own localities and by maintaining educational and personal ties between scholars after the ten-week seminar, the program is engaged in dialogical communication instead of the traditional monological approach between the modernized country and the developing country. (EE)

ED 078 482 CS 500 326

Monge, Peter R.

Theory Construction in the Study of Communication: The System Paradigm.

Pub Date Dec 72

Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Science Research, Communication (Thought Transfer), *Information Science, *Information Theory, *Models, Receptive Language, *Scientific Research, Transformation Theory (Language)

The process of explanation as defined by the covering law model of science contains stringent criteria which often cannot be met by communication scientists. An alternative model, less powerful but more obtainable--the system paradigm--should be adopted. Four types of explanation provide a context for a discussion of the system paradigm alternative: scientific explanations, "what-explanations," mental concept explanations, and reason-giving explanations. Major advantages to using the system paradigm include a shift in the particular set of variables which are selected for study, an increase in the complexity of analysis which may be employed, and the ability to integrate current research findings into a wider perspective. (EE)

ED 078 483 CS 500 327

Film Program Notes from the Current Holdings of the Anthology Film Archives; Outlines of 41 Films.

Anthology Film Archives, New York, N.Y.

Pub Date [73]

Note—151p.

Available from—Library, Anthology Film Archives, 425 Lafayette St., New York, N.Y. 10003 (Single Copy of individual program notes free upon request)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Aesthetic Education, Audio Visual Communication, *Film Libraries, Film Production, Film Production Specialists, *Films, *Film Study, Foreign Language Films, Mass Media, Media Research, *Program Descriptions, Program Guides, Programs, Repetitive Film Showings, Single Concept Films, Sound Films, Visual Literacy

Identifiers—Anthology Film Archives, *Film Program Notes

This collection of film program notes includes mixed commentary on some of the films held in the Anthology Film Archives (a film and book library in New York City). Some of the films are described by synopsis of the episodes and others by translation into English of the foreign language subtitles. However, each film noted is identified by full cast, crew, and director credits. The films noted are: OLD AND NEW, IVAN THE TERRIBLE, ALEXANDER NEVSKY, OCTOBER, STRIKE, ARSENAL, AEROGRAD, ZVENIGORA, IVAN, LA BELLE ET LA BETE, ORPHEUS, THE BLOOD OF A POET, NOTHING BUT HOURS, LOS OLVIDADOS, L'AGE D'OR, UNE FEMME DOUCE, AU HASARD BALTHAZAR, PICKPOCKET, MOUCHETTE, UN CONDAMNE A MORT S'EST ECHAPPE..., KINOGLAZ, ENTHUZIASM, THREE SONGS OF LENIN, ODINNADZATIJ (THE ELEVENTH YEAR), ZERO FOR CONDUCT, L'ATALANTE, THE FLOWERS OF ST. FRANCIS, THE PASSION OF JOAN OF ARC, GERTRUD, VAMPYR, ORDET, MICHAEL, PRASTANKAN, DAY OF WRATH, UNE SIMPLE HISTOIRE, LE PRINTEMPS, ETOILE DE MER, LA REGLE DU JEU, CHICHI ARIKI (THERE WAS A FATHER), UMARETA WA MITA KEREDO (I WAS BORN, BUT . . .), and EARTH. (CH)

ED 078 484 CS 500 328

Atwood, L. Erwin Sanders, Keith R.

Mass Communication and Ticket Splitting in the 1972 General Election.

Pub Date Apr 73

Note—22p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elections, Information Theory, *Mass Media, *Political Affiliation, Political Attitudes, Political Issues, Political Science, Politics, *Public Opinion, Social Attitudes, Surveys, Voter Registration, *Voting

There is evidence of a growing trend toward ticket splitting, or independent voting patterns in all U.S. elections, especially in recent years. Independence of the electorate in 1972 was visible in the large Republican vote for President, during substantial voting for Democrats in Congress, and in gubernatorial elections. Analysis of mass media variables and the electorate in general leads to the conclusion that the DeVries and Tarrance testing model is unconfirmed. Researchers who posit a correspondence between perceptually derived data on mass media influence and ticket splitting have yet to support that position convincingly. (CH)

ED 078 485 CS 500 329

Klapp, Orrin E.

Opening and Closing in Open Systems.

Pub Date Apr 73

Note—13p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Change Agents, Changing Attitudes, *Futures (of Society), Information Dissemination, *Information Science, Information Systems, *Information Theory, *Information Utilization

In open information systems, such as in the case of human interchange with the self and the environment, input quantities have no upper limits. The human information utilization system, however, is psychologically and behaviorally unable to accept ever increasing loads of information. Because of this apparent fact, human information systems should periodically cycle into a closed mode to prevent the possible psychoses of information overload and future shock. (CH)

ED 078 486 CS 500 330

Baxter, Leslie A. Bittner, John R.

High School and College Student Perceptions of Media Credibility.

Pub Date Apr 73

Note—19p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, *Beliefs, Broadcast Industry, Information Dissemination, Journalism, *Mass Media, *News Media, Newspapers, *Opinions, Periodicals, Radio, *Student Opinion, Television

A sample population of students from seventh grade through college, seen as a special audience rather than a mass of autonomous individuals, responded to the question: "If you got conflicting reports of the same news story from radio, television, newspapers, magazines, and other people, which one of these sources would you be most inclined to believe?" Results show that television is the most credible medium followed by magazines, newspapers, other people, and radio within the sample of 405 subjects. This research improves on existing work by providing a recent view of student perceptions of media credibility, comparative media credibility among students, and increased response options (adding the categories of "magazines" and "other people"). Also, no significant differences were found between male and female responses. (CH)

ED 078 487 CS 500 331

Nielsen, Keith E.

A Classroom-Field Model of Inter-Ethnic Communication.

Pub Date Nov 72

Note—23p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Biculturalism, Black Community, *Communication (Thought Transfer), *Ethnic Groups, Ethnic Stereotypes, Intercommunication, *Language Instruction, Models, Puerto Rican Culture, *Role Models, Teaching Methods

The BLBC (bilingual-bicultural) model of inter-ethnic communication is an effective method for bridging the instructional "gap" between classroom education and field experiences. These two learning experiences are distinct; yet each should complement the other. The BLBC model of inter-ethnic communication attempts to interface the student's classroom experience with actual field involvement. This model functions well because it views the communicator as an inter-ethnic specialist, it places perceptual skills in a bilingual-bicultural context, and it utilizes an ethnic aide concept in the classroom instruction procedures as well as in the field experience. (Author/CH)

ED 078 488 CS 500 332

Pacilio, John, Jr. Rudolph, Evan E.

An Overview of ECCO (Episodic Communication Channels in Organization) Methodology.

Pub Date Apr 73

Note—20p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Organization, Business Correspondence, *Business Skills, *Communication (Thought Transfer), *Communication Problems, Industrial Structure, Information Dissemination, Information Theory, *Intercommunication, Research Methodology

Identifiers—*Episodic Communication Channels in Organizations

Based upon Keith Davis's 1952 Ohio State doctoral dissertation on Episodic Communication Channels in Organizations (ECCO), further testing with ECCO methodology has found this analytic procedure to be basically sound, though it has expected weaknesses. Using a working situation as an example, surveys were taken to test the qualities of intra-office and intra-organization communications. Results supported Davis's functioning definition of ECCO analysis and demonstrated the strength of reliability and the weakness of inadequate subject response. (CH)

ED 078 489 CS 500 333

Stewart, Edward C.

Dimensions in Cross-Cultural Instruction.

Pub Date Apr 73

Note—32p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication (Thought Transfer), *Cross Cultural Studies, Cultural Awareness, *Cultural Pluralism, Instructional Design, Instructional Innovation, *Interaction Process Analysis, Intergroup Relations, Speech Instruction

Identifiers—*Intercultural Communication

During the 1960's the field of cross-cultural studies matured. With the recession of behaviorism and with the resurgence of cognitive psychology the discipline became known as Intercultural Communication. Rather than emphasizing the similarities between cultures, a principle previously advocated, the content of the field of intercultural communication focuses on the premise that people do differ in very fundamental ways because of their backgrounds and cultures. As a result of this trend, the study of values and reasoning as effective commodities of instruction in intercultural communication courses has emerged. Cultural differences in the dimensions of perceptions, patterns of thinking, language and values are of relevance to the student. (EE)

ED 078 490 CS 500 341

Poe, Roy W. Fruehling, Rosemary T.

Business Communication: A Problem-Solving Approach.

Pub Date 73

Note—350p.

Available from—McGraw-Hill, Inc., 1221 Ave. of the Americas, New York, N.Y. 10020 ($7.75)

Document Not Available from EDRS.

Descriptors—Business, *Business Correspondence, *Business English, Business Subjects, *Communication (Thought Transfer), Information Dissemination, Intercommunication, *Letters (Correspondence), Persuasive Discourse

Taking the stance that there is no "formula" approach to the teaching of business writing and that the student must begin his practice of business correspondence immediately upon his undertaking the study, this book is a guide for good business communication. Topics covered include writing request letters, memos, acknowledgements, and letters of confirmation, human relations, solicitation, public relations, administrative business, and business reports. Special features of the book are a chapter on employment communication and a series of sample business letters to which the student is to respond in practicing his facility in business communication. (CH)

ED 078 491 CS 500 342

Crampton, Esme, Comp.

Drama Canada: Trends in Drama in Education During the Past 25 Years.

Toronto Univ. (Ontario). Guidance Centre.

Pub Date 72

Note—38p.
Available from—Guidance Centre, College of Education, University of Toronto, 1000 Yonge St., Toronto, 289, Ontario ($1.50)
Document Not Available from EDRS.
Descriptors—Acting, College Curriculum, *Drama, *Dramatics, *Education, Secondary Schools, Skits, Teaching, *Theater Arts
Identifiers—Canadian Schools, *Drama Education
The focus of this booklet is on a survey of approaches and programs in theater arts education in Canada. Short articles cover such topics as a summary of the Ontario Collegiate Drama Festival, play-acting in the classroom, the educational drama program in Newfoundland, the Studio Lab Theatre Foundation, the rebirth of theater in New Brunswick, the Young People's Theatre, and the McGill Undergraduate Drama Program. The stated goal of the whole booklet is the encouragement of theater, generally, and drama education in Canada, specifically. (CH)

EA

ED 078 492 EA 004 989
Venn, Grant
Elements in a Model Contract for Superintendents.
Pub Date 27 Feb 73
Note—5p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Evaluation, *Administrator Responsibility, Administrator Selection, *Board Administrator Relationship, *Board of Education Policy, Board of Education Role, *Contracts, Fringe Benefits, Leadership, Speeches, Superintendent Role, *Superintendents
Identifiers—Competency
The author discusses several major issues facing the nation that he feels necessitate new roles for schools and administrators. He claims that there are no more important decisions made by the board of education than the one concerning the selection and employment of a superintendent and the establishment of his working conditions, since it is he who will provide the leadership needed to produce quality education. The author proposes that the contract issue from a joint effort between the board and the prospective superintendent; and that it contain specific provisions relating to the conditions of employment, fringe benefits, duties and responsibilities of the board and the superintendent, and evaluation and renewal. (Author/WM)

ED 078 493 EA 004 990
Whitson, Dorothy W.
Educational Planning: The Census Bureau Can Help.
Pub Date 19 Mar 73
Note—4p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Board of Education Policy, *Census Figures, Demography, *Educational Planning, Futures (of Society), Information Needs, *Information Utilization, Prediction, Speeches, *Student Enrollment
The author states that projection of future populations is not feasible because the chief factor in the computations, the birth rate, cannot be predicted with certainty. The paper discusses some national implications, and also suggests that census data by school district can be useful in improving formulas for distribution of federal and State educational funds; providing a base for local school superintendents for planning and policymaking; supporting State educational agency policy planning; relating measures of the ability to finance education to expenditure patterns from other data sources;and providing data for many basic administrative tasks. (Author/WM)

ED 078 494 EA 004 991
Wexler, Jacqueline
Continuity Is Essential to Radical Change.
Pub Date 25 Feb 73
Note—6p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, Authoritarianism, *Educational Change, *Participant Involvement, *Power Structure, *Social Attitudes, *Social Change, Social Values, Speeches
The author sees a contemporary worldwide crisis in the nature of authority. Faced with the disintegration of the old forms, parents and children are grasping for some form of stability. Working from the premise that the patriarchal sense is deeply rooted in us all, the author sees a need to develop new concepts of authority which will support mankind's search for personal and societal growth. The author contends that attempts at participatory democracy have proven largely abortive and proposes that new representative procedures be developed within all our institutions. (Author/WM)

ED 078 495 EA 004 992
Pace, Carey M., Jr.
How Can We Make the Administrative Team Concept Come Alive?
Pub Date 27 Feb 73
Note—6p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Administrator Attitudes, Administrator Education, Administrator Role, Board Administrator Relationship, Boards of Education, *Conflict Resolution, Interprofessional Relationship, *Professional Associations, Speeches, State Boards of Education, Teacher Administrator Relationship, *Team Administration
The author discusses the implications of the administrative team concept in three dimensions. The first dimension is the local school level, where concern over middle management involvement in educational policy decisions becomes more significant as employee groups organize to negotiate school policies with the board of education. In the second dimension, the various State administrator associations are shown to be confronted by the dilemma of implementing the team concept despite potential conflicts of interest. The third dimension concerns the national administrative association where the emphasis is on professionalism, entailing less danger of conflict of interests. (Author/WM)

ED 078 496 EA 004 993
Wynn, Richard
Preparation Programs and Professional Development for School Administrators -- AASA Committee for the Advancement of School Administration.
Pub Date 18 Mar 73
Note—7p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Education, Administrator Selection, Continuous Learning, Curriculum Development, Educational Change, Educational Objectives, *Educational Programs, Higher Education, Inservice Education, Inservice Programs, *Professional Training, Social Sciences, Speeches
The author sketches some of the characteristics and trends in programs for the preparation and continuing education of educational administrators. He claims that one of the most pervasive changes in the last decade or two has been toward theory-based content drawn from the social and behavioral sciences. The author sees three paradoxes in current programs. The first paradox centers on the anomaly of progress without gain, or the possession of more knowledge without having reduced the level of ignorance. The second paradox concerns the need to reconcile the new technology of management systems with the call for more humanistic education. The third paradox reflects the confidence crisis in leadership centering around the growing numbers of administrators who lack the confidence to lead. (Author/WM)

ED 078 497 EA 004 994
Sizemore, Barbara A.
Will the Woman Administrator Make a Difference?
Pub Date 24 Feb 73
Note—5p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, *Administrator Characteristics, Administrator Qualifications, Civil Liberties, Discriminatory Attitudes (Social), Employment Patterns, *Employment Trends, *Females, Governance, Role Perception, *Sex Discrimination, Social Values, Speeches, Working Women
Although many studies have shown women administrators to be as able in positions of leadership as men, women are found less and less in public school administration. Many reasons are given to account for this situation -- largely myths grounded in a value system operationalized through the economic institutions. Albeit, larger numbers of women than ever are present in the work force both because of the continuous influx of married women and a rise in the number of female heads of households. Women should be more aggressive in pursuing their rights to fill administrative positions for which their education and experience fit them. They should bring to those jobs the sensitivity necessary for effective human and personal relations and should design and implement governance models that give every role incumbent some input into decision-making. (Author/WM)

ED 078 498 EA 004 995
Stout, Jerry B.
The Intermediate Unit as a Change Agent.
Pub Date 20 Mar 73
Note—6p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Change Agents, *Educational Change, Educational Coordination, Educational Development, Educational Innovation, *Educational Planning, *Intermediate Administrative Units, Organization, Regional Cooperation, Regional Planning, Speeches, *State School District Relationship
Major benefits are to be derived from the establishment of a middle echelon agency functioning as a link between the State department of education and local school districts. Such an intermediate unit is the ideal agency not only to provide services in high cost, low pupil incidence areas, but also to be the needed change agent for education. It is locally based so that it can assess and meet the needs of individual students, but it is also far enough away from the constraints faced by school districts to foresee the need for change and to implement that change. It should and can involve local personnel at all levels -- planning, implementation and evaluation -- for it is impossible to be an effective change agent without careful planning and development. This service unit can also conduct workshops in the application of new planning technologies; support the development of computerized management information systems; assess educational needs at the regional and State levels; coordinate local and State planning efforts; and identify and utilize all funding sources applicable to educational planning. (Author/WM)

ED 078 499 EA 004 996
Scribner, Jay D.
Elementary Schools in the United States -- Part 1 Report, NSSE Yearbook for 1973.
Pub Date 18 Mar 73
Note—7p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, Educational Planning, *Elementary Education, *Elementary Schools, Futures (of Society), *Literature Reviews, Publications, Speeches, *Yearbooks
In this speech, the author anticipates and responds to questions of would-be critics of the yearbook. He reviews the purposes served by the volume, the contributions it is making to those in-

volved in the preparation of elementary educators, the uniqueness of its coverage, and the manner in which it should be read. He concludes by labeling the yearbook a landmark publication that will serve as a basis for practitioners, laymen, and scholars who are attempting to understand the basic structure, function, and content of elementary schooling in our society. (Author/WM)

ED 078 500 EA 004 997

Place, Roger A.

Do You Need (or Want) Students on the School Board?

Pub Date 26 Feb 73

Note—4p.; Paper presented at American Association of School Administrators Annual Meeting (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Boards of Education, *Cocurricular Activities, Governance, Organization, Speeches, Student Attitudes, *Student Government, Student Organizations, *Student Participation, *Student Responsibility, *Student Role

Identifiers—*Board Student Relationship

In this paper the author discusses some of the new approaches for securing student input into school governance. Some of these approaches are the principal's cabinet, the superintendent's cabinet, and the student school board. The author feels, however, that at the present time there are too many attendant obstacles in making students full-fledged members of official school boards. These obstacles center on statutory regulations, high mobility rates for this age group, and adverse administrator reaction. The best plan of action would appear to be to retain, remodel, and revitalize the existing student councils, interrelating them with one of the newer approaches such as that of the student school board. Examples are drawn from developments in the secondary schools of the City of Norfolk; emphasis is placed on the need for structuring student input. (Author)

ED 078 501 EA 004 998

Brooks, Elbert D.

Alternatives to the Traditional High School.

Pub Date 26 Feb 73

Note—5p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Alternative Schools, Comprehensive High Schools, *Educational Change, Educational Needs, *Educational Objectives, Field Experience Programs, *Relevance (Education), School Community Programs, Speeches

The trend toward alternative programs and schools results from a broader understanding by educators of the need to tailor schools to the interests and needs of young people; and to the fact that students, parents, and citizens are demanding more relevant programs in a time of constant change. Many districts are striving for a comprehensive high school organization that could be considered an intermediate step to more dramatic departures in providing relevant learning experiences. Some of the more visible models or attempts at alternative school programing include comprehensive high schools, mini-schools, school-community based programs, schools-without-walls, open schools, and special interest and/or special problem schools. (Author)

ED 078 502 EA 004 999

Brown, Manny S.

Educational Governance. The Governor? The Legislature? The Board of Education?

Pub Date 28 Feb 73

Note—7p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Organization, *Community Role, Educational Accountability, Educational Finance, *Educational Planning, Educational Policy, Federal Aid, Federal State Relationship, *Governance, *Government Role, Policy Formation, *Power Structure, Resource Allocations, Speeches, State School District Relationship

Awareness of the importance of education in the achievement of national goals has led to an increasingly important role for the Federal Government in financing and governing education, particularly in those areas contributing the most to the achievement of national priorities. This increased participation of the Federal Government in education has resulted in (1) awareness of the fact that a new relationship has been formed among the federal, State, and local levels; and (2) a rise to the State level and to the federal level in some areas of decisionmaking powers in education. It is therefore essential that questions of respective responsibilities and accountabilities be settled, that appropriate relationships be established, and that a mechanism be created for incorporating the views of each level for educational policy development and for identification of national priorities. (Author/WM)

ED 078 503 EA 005 036

Greenfield, T. Barr

Organizations as Social Inventions.

Pub Date Feb 73

Note—30p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Organization, Organizational Change, *Organizational Development, *Organizations (Groups), *School Organization, *Speeches, Theories

Identifiers—Change Strategies, Organizational Adaptiveness, *Organizational Theory

In discussing what is meant by the concept "organization," the author raises the questions, "What is an organization that it can have such a thing as a goal?" and, assuming it appropriate to speak of organizational goals, "how do the goals of individuals bear on those of the organization?" The author submits that answers to these questions raise some serious doubts about the assumptions on which many change strategies appear to rest. He suggests that the concept of organization as a "structure" having functions and goals apart from the individuals who inhabit the structure should be modified. He contends that organizations should be regarded as entities through which people strive to achieve ends that are important or desirable to them. The author then examines the implications for organizational analysis and for change strategies should the modified definition of organization be accepted. (Author/DN)

ED 078 504 EA 005 042

Tyack, David B.

Stanford's Multidisciplinary Research Training Program in Educational Policy Analysis.

Pub Date 15 Feb 73

Note—9p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Education, Consultants, *Consultation Programs, Educational Change, Educational Development, *Educational Research, *Interdisciplinary Approach, *Policy Formation, Social Sciences

Identifiers—Stanford

Stanford's multidisciplinary program (1) encourages the combining of a concern over educational policy and educational changes with the competence to make rigorous and imaginative contributions to policy and change; and (2) develops an awareness of the relationship among policymaking in education, fundamental research in social science, and reflection on the nature and purposes of social institutions. Participants in the program engage in one or more policy analysis-research projects. In this part of the activity, a participant acts essentially as a consultant (invited or uninvited) to a governmental agency, educational institution, or community group. Each participant is also expected to devote approximately one-fourth of his time to strengthening some aspect of his formal training relevant to the general objectives of the program. The report identifies the participants in the program and their projects and briefly discusses some problems encountered in multidisciplinary research and training. (JF)

ED 078 505 EA 005 043

Thomann, James

Meta-Methodology: An Overview of What It Is and How It Was Developed.

Pub Date Feb 73

Note—20p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Methods, Evaluation Methods, *Goal Orientation, *Methodology, Methods, *Methods Courses, *Methods Research, Research Methodology, Scientific Methodology, Speeches

Identifiers—*Metamethodology

In this speech, the author explains that metamethodology is a system designed to develop and test a methodology for a specific, definable purpose; and, as such, to provide for the development of, and the research into, methodologies. The paper begins with a brief clarification of the difference between methods and methodology and a discussion of the development and refinement of metamethodology. The main body of the document is concerned in detail with the seven basic steps of metamethodology: (1) State the purpose of the proposed methodology; (2) test the purpose by criteria such as its desirability, practicability, uniqueness, and operationability; (3) analyze the implications of the purpose; (4) operationalize the purpose; (5) design procedures; (6) test the procedures; and (7) revise the purpose and/or procedures, if necessary. The author contends that the steps should accomplish three things necessary to produce the best possible methodology for a definable purpose: (1) The determination of the purpose, (2) the development of the steps that make up the methodology, and (3) the testing of the methodology to see that it accomplishes the purpose. The complete methodology of metamethodology is shown in an appendix. (Author/DN)

ED 078 506 EA 005 050

Bell, Terrel H.

Accounting for What Youngsters Learn.

Pub Date 19 Mar 73

Note—6p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Role, *Educational Accountability, Guidelines, *Management Systems, *Objectives, *Performance Specifications, *School Role, Speeches

Identifiers—*Management by Objectives

In this speech, the author discusses the use of the management by objectives (MBO) approach as a means for accomplishing accountability. He traces the steps to be taken by participants -- from superintendent to school staff -- in implementing an MBO program. (JF)

ED 078 507 EA 005 051

Journal of the Proceedings, School Law Forum.

New Jersey School Boards Association, Trenton.

Spons Agency—National Organization on Legal Problems of Education, Topeka, Kans.; New Jersey Association of School Board Attorneys, Trenton.

Pub Date 19 Oct 72

Note—148p.; Speeches given before New Jersey School Boards Association School Law Forum (Atlantic City, New Jersey, October 19, 1972)

Available from—New Jersey School Boards Association, 407 West State Street, P.O. Box 909, Trenton, New Jersey 08605 ($5.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Arbitration, Athletic Activities, *Boards of Education, Civil Rights, *Collective Negotiation, Conference Reports, Court Cases, Grievance Procedures, *School Law, *Sex Discrimination, Student Rights, Student School Relationship, *Teacher Dismissal, Tenure

Identifiers—Legal Liability

This document consists of the speeches given at the 1972 New Jersey School Law Forum. The Forum is held to encourage the research of timely legal issues involving the structure and operation of the New Jersey public schools, to assist the school law practitioner by affording him the opportunity to hear and discuss research and opinion on selected topics, and to provide a vehicle for the preservation and dissemination of school law research. The subjects presented in the speeches are (1) the 1871 Civil Rights Act and its effect on board member liability; (2) the emancipation of 18-year-olds and its effect on the doctrine of "in loco parentis"; (3) sex discrimination in school employment practices; (4) non-

tenured teacher dismissal; (5) drafting a management grievance clause; (6) proper evidence and tactics in processing a grievance; (7) arbitrability and the restraint of arbitration; and (8) sex equality in student athletic activities. A related document is ED 063 667. (JF)

ED 078 508 EA 005 053
Oswalt, Felix E.
Computer Profile of School Facilities Energy Consumption.
Memphis City School System, Tenn.
Pub Date Dec 72
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, Building Design, Building Operation, Climate Control, *Computer Oriented Programs, Cost Effectiveness, *Educational Facilities, Electrical Systems, Energy, *Facility Guidelines, *Fuel Consumption, Heating, *Management Information Systems, Planning (Facilities), Predictive Measurement, School Buildings
Identifiers—*Energy Consumption, Memphis, Tennessee
This document outlines a computerized management tool designed to enable building managers to identify energy consumption as related to types and uses of school facilities for the purpose of evaluating and managing the operation, maintenance, modification, and planning of new facilities. Specifically, it is expected that the statistics generated will (1) provide information to aid in evaluating the human element of operating the facility, with reasonable consideration for the cost of energy consumed; (2) identify malfunctions of equipment and/or controls that result in unusual consumption of energy; (3) identify inefficient equipment that should be modified or replaced; (4) provide a comparative evaluation of different types of building enclosures in terms of energy consumed; (5) provide a comparative evaluation of different types of mechanical systems in terms of energy consumed; and (6) provide statistical information for forecasting energy consumption and managing budgeted funds. (Author/DN)

ED 078 509 EA 005 069
Hansen, Kenneth H., Ed.
The Governance of State Education Systems: Pressures, Problems, Options. A Report.
Council of Chief State School Officers, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—168p.; Papers presented at Chief State School Officers Annual Institute (3rd, Wemme, Oregon, July 27-August 4, 1972)
Available from—U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (Single Copies Free)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Court Cases, Curriculum Development, Decision Making, Educational Equality, *Educational Finance, *Educational Legislation, Evaluation Criteria, Federal Aid, Full State Funding, *Governance, *Political Influences, Public Education, *Public School Systems, School Law, School Support, Speeches, State Aid, Urban Education
Identifiers—*State Education Systems
This institute report contains the 13 major addresses grouped under (1) the political setting, (2) the fiscal setting, (3) the legal setting, and (4) operational problems. Three speakers first address themselves to the problems inherent in educational governance operating within a complex political framework, in light of the fact that governance in itself is essentially a political activity. Two speakers then consider fiscal problems related to State education system governance. The discussions center on the kinds of governance constraints stemming from both local and governmental fiscal constraints. The next three addresses speak to a number of issues that reflect the way in which laws -- and the administrative structure ordained by the law -- control educational governance. Although the political, fiscal, and legal settings together constitute the basic matrix in which governance of State education systems is embedded, a large number of other forces impinge on the actual governance operation. Some of the resultant operational problems are discussed in the five papers that conclude the presentation. (Author/DN)

ED 078 510 EA 005 076
Public Knowledge and Busing Opposition: An Interpretation of a New National Survey.
Commission on Civil Rights, Washington, D.C.
Pub Date 11 Mar 73
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bus Transportation, Integration Effects, Integration Methods, Integration Studies, *National Surveys, *Public Opinion, *Public Support, Racial Balance, *School Integration
This report discusses a survey which explored the contradictory opinions of millions of Americans who support integration, but often resist one means to desegregation, busing. According to the report, two thirds of the people in this survey who say they support integration are also generally opposed to busing. The survey was designed to learn the extent to which public opposition to busing is monolithic and implacable and to study the relationship between accurate knowledge about the facts of existing busing requirements and attitudes on the issues. The survey produced three basic findings: (1) the public seriously misunderstands the facts of the busing controversy; (2) those who best understand the facts are more supportive of busing and much more opposed to Congressional action or a Constitutional amendment to forbid court-ordered busing; (3) most people expressing an opinion are willing to support strictly limited busing when there is no other way to desegregate the schools. The report also analyzes answers to particular questions. (JF)

ED 078 511 EA 005 077
Balyeat, Ralph R. Norman, C. Douglas
ESEA III Evaluation and Dissemination: An Assessment.
Pub Date May 73
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Diffusion, *Evaluation Methods, *Experimental Programs, Federal Aid, *Federal Programs, *Information Dissemination, Pilot Projects, *Program Evaluation, Statistical Analysis
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
This study surveyed evaluation and dissemination/diffusion practices of ESEA III projects funded in the 1969 fiscal year, which projects are nearing the end of their operations as federally supported programs. The study attempted to discover if (1) the projects were evaluated in accordance with generally accepted procedures, (2) the project results were widely and effectively disseminated and diffused, (3) there was an association between the degrees to which projects were adequately evaluated and effectively disseminated, and (4) there was an association between the adequacy of projects' evaluation-dissemination components and program continuance at the end of Title III ESEA funding. Two questionnaires were mailed to each of approximately 300 projects listed in an index of programs approved in fiscal year 1969. One instrument sought information about process and product evaluation activities and the other about dissemination and diffusion. The report analyzes the returns, draws conclusions, and makes recommendations. (Author/JF)

ED 078 512 EA 005 078
School Lunch Regulations. Hearing Before the Committee on Agriculture and Forestry, United States Senate. Ninety-Second Congress, First Session on the School Lunch Program for the 1972 Fiscal Year as Proposed by the U.S. Department of Agriculture, August 10, 1971.
Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.
Pub Date 72
Note—111p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrative Agencies, *Breakfast Programs, *Costs, Economically Disadvantaged, Federal Aid, Federal Government, *Federal Legislation, Financial Needs, *Financial Problems, *Lunch Programs, Nutrition
The committee hearings in this report concern proposed Department of Agriculture regulations. These regulations deal with the method of apportioning the $153.2 million Section 32 funds available for the National School Lunch Program for fiscal 1972. Included are statements from school superintendents, food service representatives, State department of education representatives, and Senators. The hearings were held to permit airing of complaints to the effect that, under these regulations, school districts were not receiving sufficient reimbursement to pay for the cost of meals. (JF)

ED 078 513 80 EA 005 080
Hawthorne, Phyllis
Legislation by the States: Accountability and Assessment in Education. Revised.
Colorado State Dept. of Education, Denver. Cooperative Accountability Project.; Wisconsin State Dept. of Public Instruction, Madison. State Education Accountability Repository.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 73
Note—67p.
Available from—Cooperative Accountability Project, Colorado State Department of Education, 1362 Lincoln Street, Denver, Colorado 80203
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, *Educational Accountability, *Educational Testing, Intelligence Tests, Management Information Systems, Performance Based Teacher Education, Performance Contracts, Personnel Evaluation, Planning, Programing, Standardized Tests, State Action, *State Legislation, *State Surveys, *Systems Approach
Identifiers—(CAP), *Assessment, Cooperative Accountability Project, Elementary Secondary Education Act Title V, ESEA Title V
This looseleaf publication updates an earlier report. Some of the pages contain new laws enacted since the first report was completed. The report provides tables showing the status of accountability legislation as of the fall of 1972 and texts of the actual bills or laws in a State-by-State format. The facets of accountability that the laws cover are (1) State testing or assessment programs; (2) evaluation of professional employees; (3) performance contracting; (4) planning, programing, and budgeting systems; (5) management information systems; and (6) uniform accounting systems. Related documents are ED 069 048-050 and EA 005 081. (JF)

ED 078 514 80 EA 005 081
Hawthorne, Phyllis
Characteristics of and Proposed Models for State Accountability Legislation. A Report.
Colorado State Dept. of Education, Denver. Cooperative Accountability Project.; Wisconsin State Dept. of Public Instruction, Madison. State Education Accountability Repository.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Bull-3340; CAP-R-5
Pub Date Apr 73
Note—45p.
Available from—Cooperative Accountability Project, Colorado State Department of Education, 1362 Lincoln Street, Denver, Colorado 80203
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Budgeting, *Educational Accountability, *Educational Testing, Intelligence Tests, *Management Information Systems, Performance Based Teacher Education, Performance Contracts, Planning, Programing, Standardized Tests, *State Legislation, State Surveys, Systems Approach, Teacher Evaluation
Identifiers—(CAP), Cooperative Accountability Project, Elementary Secondary Education Act Title V, ESEA Title V
The first part of this report highlights what is required in the legislative language of statutes enacted by various States by identifying their specific characteristics in a series of tables. Discussion of these characteristics and comparisons and comments on omissions and trends are presented in the text. The second part of the report consists of "model acts" that illustrate a format for four accountability and assessment laws, along with suggestions for their implementation by administrative codes. The acts have been placed in four categories for purposes of discussion under the headings (1) State testing, assessment, and evaluation programs; (2) educational management methods; (3) performance-based evaluation and certification of professional personnel; and (4) California's statute authorizing performance contracting. The model legislation is designed to provide a firm foundation of legislative intent with a minimum enactment of adminis-

trative and operational structure that would constrain the State education agency in its planning and development of adopted accountability plans or models. Related documents are ED 069 048-050 and EA 005 080. (Author/JF)

ED 078 515 EA 005 082
Mauch, J. E.
Educational Vouchers -- Some Policy Issues.
Pub Date 1 Jan 71
Note—20p.; Paper presented at Pennsylvania State Education Association Accountability Conference (Harrisburg, Pennsylvania, January 21-23, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Black Community, City Problems, Disadvantaged Schools, *Educational Accountability, Educational Experiments, Educational Innovation, *Educational Policy, Educational Research, *Education Vouchers, *Equal Education, Models, Pilot Projects, Speeches, *Urban Schools
The problems now confronting public education in the cities represent some of the major reasons for advocating the voucher system. This report identifies many of these problems, examines the concept of educational vouchers, and raises some policy and research issues that should be considered before such a system is tried. The author outlines a model of a public education voucher system to be used in a pilot demonstration. He discusses the impact of the system on decentralization, competition and quality, alienation and apathy, accountability, innovation and experimentation, and equality of educational opportunity. (JF)

ED 078 516 EA 005 083
Nostrand, Peter F.
The High School Principal's Role with Respect to the Present Marihuana Problem.
Pub Date 73
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Board of Education Policy, Drug Abuse, *Drug Education, *Drug Legislation, Drug Therapy, Federal Legislation, Guidelines, *Marihuana, Police School Relationship, *Policy Formation, *Principals, State Legislation, State Surveys
This report indicates to principals that their schools probably have a marihuana problem; outlines measures necessary to the establishment of an effective marihuana prevention program; and suggests ways to handle the marihuana smoker once he has been identified. To help the principal focus upon, understand, and take constructive action with respect to the marihuana problem, the report first attempts to educate the large number of high school principals who assume that no marihuana problems exist in their schools. It then outlines the necessary foundations on which the principal and others should construct a program designed to meet the needs of a particular school and community. Finally, the policy formation and its implementation and the role of the principal in a situation involving a student who has been caught with marihuana are dealt with. This last section emphasizes the legal responsibilities of the principal and the various ways in which he can exercise good judgment in the decisionmaking process without forfeiting his legal duties. Appendixes contain texts of federal drug laws; a State-by-State survey of marihuana laws and penalties; and guidelines for establishing a school board policy on drug discovery. (JF)

ED 078 517 EA 005 084
Levin, Betsy And Others
Schools & Taxes in North Carolina.
Urban Inst., Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.; Southern Education Foundation, Atlanta, Ga.
Pub Date 73
Note—60p.
Available from—The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 ($1.95)
Document Not Available from EDRS.
Descriptors—Assessed Valuation, Educational Finance, *Equal Education, *Equalization Aid, *Expenditure Per Student, Fiscal Capacity, Foundation Programs, *Full State Funding, Property Taxes, School Taxes, *State Aid, Tax Rates
This report is one of a series on education finance undertaken to document existing disparities in expenditures for education, to analyze the sources of the disparities, and to describe and evaluate the gains and losses that would occur in differing types of school districts under alternative fiscal policies. This study shows that North Carolina's approach to financing education differs greatly from those of most other States. In North Carolina, the government provides nearly 80 percent of the total State-local education funds in the form of flat grants to districts, while local units make up the rest from property tax revenues. The booklet describes full and partial State funding alternatives and shows the impact of these various plans on different districts and segments of the population. The impact of a fully State funded alternative which distributes an equal number of dollars per pupil is compared with that of a weighted pupil formula and a personnel unit formula. Among partially State funded alternatives, State matching grants based on various measures of fiscal capacity and district "power equalization" are examined. Related documents are EA 004 896 and EA 005 087. (Author/JF)

ED 078 518 EA 005 085
Levin, Betsy And Others
The High Cost of Education in Cities: An Analysis of the Purchasing Power of the Educational Dollar.
Urban Inst., Washington, D.C.
Spons Agency—New World Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
Report No—UI-129-727-4
Pub Date 73
Note—96p.
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-31000, $2.50)
Document Not Available from EDRS.
Descriptors—*Capital Outlay (for Fixed Assets), Case Studies, Cost Effectiveness, Educational Economics, Educational Equality, *Educational Finance, Equalization Aid, Expenditure Per Student, Financial Problems, *Fiscal Capacity, *Operating Expenses, Salary Differentials, School District Spending, School Support, State Aid, Technical Reports, *Urban Schools
This report examines alternatives to traditional methods of public school finance, analyzes differences in operating expenditures and capital costs between urban and rural school districts, and points out the special fiscal burdens of cities. Seven States -- Delaware, North Carolina, Washington, California, Michigan, New York, and New Hampshire -- were chosen for study to present a range in the proportion of State aid in school district spending. The authors suggest that, because of cost differences between urban and rural areas, changing the present system of financing education to distribute an equal number of dollars per student to school districts would result in a transfer of money out of the large urban school systems. Instead, the authors suggest some alternative approaches to financing education that would reflect (1) cost differentials in providing equivalent educational services, (2) the concentrations of students who require additional educational services, and (3) the municipal overburden factor. The study does not recommend any one particular approach to school finance, but rather documents the various factors involved and their interrelationships to illuminate the choices open to policymakers. (Author/DN)

ED 078 519 EA 005 086
Benson, Charles S.
State Assumption of Educational Costs.
Pub Date 29 Sep 71
Note—42p.; Paper presented at National Tax Association Annual Conference (64th, Kansas City, Missouri, September 29, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies, *Educational Equality, *Educational Finance, *Equalization Aid, *Full State Funding, Public Schools, Resource Allocations, *School Support, School Taxes, Speeches, Tables (Data)
Identifiers—*Long Island, New York
This paper critically examines some of the ways in which schools are currently financed and argues for State assumption of educational costs as a viable alternative. The document begins with a description of current school district revenue sources and discusses the official division of responsibility for school finance between the State and local governments. The author then criticizes the present system, founded when the cities were relatively richer than they are today, on the grounds that it has led to inequity, illogical resource allocation, and poor long-range planning. Financial data for the school districts of Long Island, New York, are presented in a case study to point out that the present system of finance discriminates against low wealth and large districts while favoring small and rich districts. The document then suggests how a program involving State assumption of educational costs would look and considers the various arguments against full State assumption. The document concludes by suggesting reasons for preferring State assumption of educational costs to district power equalizing. (Appended tables may reproduce poorly.) (Author/DN)

ED 078 520 EA 005 087
Levin, Betsy Muller, Thomas
The Financing of Schools in Minnesota.
Urban Inst., Washington, D.C.
Spons Agency—Carnegie Corp. of New York, N.Y.
Report No—UI-4500-1
Pub Date Apr 73
Note—126p.
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-33000, $3.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Finance, Educational Legislation, Equalization Aid, Expenditure Per Student, *Fiscal Capacity, Policy Formation, *Public Schools, Salary Differentials, *School District Spending, *School Support, School Taxes, State Aid
Identifiers—*Minnesota
This study documents the revenue and expenditure patterns for categories of school districts and for individual school districts. The fiscal impact of the current system, the nature and extent of fiscal disparities, and the factors that contribute to the disparities are examined. An attempt is made to distinguish between disparities among districts in educational resources and services and disparities in prices or wages for equivalent levels of service. Data from all school districts of the State are analyzed for the school year 1971-72. Also, since by the legislature in October 1971 there was a major change in the Minnesota system of financing education, data for the school year 1971-72 are compared with that of the previous year to determine the impact of the new legislation. Although fiscal 1972 was a transitional year, the analysis gives an indication of the relative magnitude of the legislative changes on the various districts. (Author/DN)

ED 078 521 EA 005 088
Cohen, Michael A. And Others
The Political Limits to School Finance Reform.
Urban Inst., Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—UI-727-2
Pub Date Mar 73
Note—66p.
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-23000, $1.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies, Comparative Analysis, Educational Accountability, *Educational Finance, *Educational Legislation, Financial Problems, Political Attitudes, *Political Influences, *Political Issues, School District Spending, *School Support, School Taxes, State Aid
This study focuses on the political feasibility of some of the alternatives open to States for raising educational revenue and allocating funds to local school districts. Eight states -- California, Colorado, Georgia, Maryland, Michigan, New Hampshire, Oklahoma, and Oregon -- were chosen for study, to represent a range in (1) the level of State aid, (2) the average per pupil expenditure, (3) interdistrict disparities, (4) propensities to innovate, and (5) region. Recent school finance legislative history, the current educational finance system, significant factors affecting education finance reform outcomes, and the reform efforts during the 1972 legislative session were examined for each of the eight States. Study results show that the distribution of property wealth and income, the perceptions of educa-

tional needs, and patterns of urbanization will be critical variables in developing alternative proposals for financing education. The study documents the political diversity among States affecting education finance outcomes; and it indicates that a single, national solution to school finance problems will fail to resolve the specific and different issues in individual States even though all States share certain issues in common. (Author/DN)

ED 078 522 EA 005 112
Baas, Alan M.
Site Development. Educational Facilities Review Series Number 19.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Jul 73
Contract—OEC-0-8-080353-3514
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Building Conversion, Educational Complexes, *Educational Facilities, Educational Parks, Environmental Influences, Facility Case Studies, Facility Expansion, Landscaping, Land Use, *Literature Reviews, *School Community Relationship, Site Analysis, *Site Development, Space Utilization, Turf Management, Urban Environment, Urban Schools
This review cites documents and journal articles previously announced in the ERIC catalogs regarding the conventional aspects of site development, as well as some new trends in schoolhouse design. Economic necessities and changing educational practices suggest that the traditional concept of the school as a separate island within the community is disappearing, and that the entire city should be treated as a "site" for learning. The review briefly identifies representative literature that may help educators and planners understand how some of the current radical facility options pertain to new approaches in site development. Also reviewed are discussions on the design and use of sites for environmental education, unique design solutions for restricted or irregular sites, and more conventional site development issues such as landscaping, traffic safety, and spece allocation. (Author)

ED 078 523 EA 005 114
Phay, Robert E.
Teacher Dismissal and Nonrenewal of Teacher Contracts. Proposed School Board Regulations.
North Carolina Univ., Chapel Hill. Institute of Government.
Pub Date 72
Note—51p.
Available from—Institute of Government, Box 990, Chapel Hill, North Carolina 27514. ($3.00, Quantity Discounts)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Board of Education Policy, *Contracts, *Due Process, Guidelines, Principals, *State Legislation, Superintendents, Teacher Discipline, *Teacher Dismissal, *Tenure
Identifiers—*Nonrenewal, North Carolina
In 1971 the North Carolina General Assembly enacted a tenure law for the State's public school teachers and principals. Codified as G.S. 115-142, the Act became effective July 1, 1972. It requires local boards of education to adopt "reasonable rules and regulations" for the conduct of hearings on dismissing or demoting teachers and principals. This booklet contains five procedural codes to be usedas guides for boards of education as they develop their own hearing regulations. These codes concern teacher dismissal, demotion, or the nonrenewal of a teacher's contract. They also describe procedures to be followed in dismissing assistant superintendents and superintendents during the contract period, and provide forms to be used with these procedures by the superintendent or the school board. The appendix contains the State Board of Education hearing regulations to be followed in the event the local school board does not adopt its own regulations and a chart showing the time requirements of the tenure act when a recommendation to dismiss or demote a teacher has been made. (Author)

ED 078 524 EA 005 115
Pilot Universal Lunch Program. Hearing Before the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on H.R. 13452.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date 72
Note—37p.; Bill To Provide for a Program of Demonstration Projects To Test and Evaluate the Effectiveness, Nutritional Benefits, Administrative Procedures and Potential Costs of a Universal Food Service and Nutrition Education Program for Children
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Costs, Economically Disadvantaged, *Federal Aid, Federal Government, *Federal Legislation, *Lunch Programs, *Nutrition
This report contains hearings held to determine the advisability of passage of legislation setting up universal lunch program demonstration projects. It contains statements by food service association representatives, a superintendent of schools, and by Congressional Representatives. (JF)

ED 078 525 EA 005 119
Igoe, Joseph A. Flynn, Douglas M.
The School Board Negotiator: Guidelines for Effective Teacher Negotiations.
Thealan Associates, Inc., Albany, N.Y.
Pub Date Jan 72
Note—187p.
Available from—Thealan Associates, Inc., 15 Computer Drive West, Albany, New York 12205 ($7.50)
Document Not Available from EDRS.
Descriptors—Arbitration, Board Administrator Relationship, *Boards of Education, *Collective Negotiation, Guidelines, *Superintendent Role, *Teacher Administrator Relationship, Teacher Militancy, *Teacher Role, Teacher Strikes
Identifiers—*Chief Negotiators
Drawing on their experiences and the experiences of others, the authors discuss the personnel, issues, strategies, and procedures involved in collective negotiation. Specific guidelines are offered covering (1) the roles of the school board, the chief school administrator, and the teachers in negotiations; (2) preparations for negotiations; (3) the negotiator's relationship with the superintendent and the board; (4) the analysis of teacher proposals; (5) the development of guidelines and the teacher response; (6) table strategy; (7) procedural considerations; (8) counter proposals; (9) fact-finding; and (10) dealing with teacher strikes. (JF)

ED 078 526 EA 005 120
Teacher Contract Demands. Analysis and Response for the School Board Negotiator.
Thealan Associates, Inc., Albany, N.Y.
Pub Date 70
Note—48p.
Available from—Thealan Associates, Inc., 15 Computer Drive West, Albany, New York 12205 ($20.00)
Document Not Available from EDRS.
Descriptors—Academic Freedom, *Boards of Education, Class Size, *Collective Negotiation, Grievance Procedures, *Labor Demands, Leave of Absence, Teacher Employment, Teacher Evaluation, Teacher Recruitment, *Teacher Salaries, Teacher Transfer, Teacher Welfare, *Teaching Conditions, Teaching Load
This technical handbook, designed for school board negotiators and other school officials, contains a comprehensive set of typical teacher demands in negotiations. Each demand is followed by an analysis that represents a management advocate's position that might be offered to a client school board. The demands in this report have been taken from actual teacher proposals and represent a wide cross section of demands. The demand categories include those of negotiation procedures, teaching hours, teaching load, teaching facilities, class size, leave provisions, promotional vacancies, academic freedom, teacher evaluation, organization rights, and compensation. (Author/JF)

ED 078 527 EA 005 121
Frontiers of School Law.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 73
Note—228p.; Papers presented at National Organization on Legal Problems of Education Annual Meeting (18th, Washington, D.C., November 9-10, 1972)
Available from—NOLPE, 825 Western Avenue, Topeka, Kansas 66606 ($7.50)
Document Not Available from EDRS.
Descriptors—*Bus Transportation, Contracts, *Court Cases, *Due Process, Equal Opportunities (Jobs), Federal Government, Handicapped Children, Law Instruction, Police School Relationship, Pregnant Students, *School Integration, Sex Education, Speeches, Student Responsibility, Student Rights, Teachers, *Tenure
Identifiers—*Nonrenewal
This volume contains 20 conference speeches that cover a wide spectrum of legal issues and professional problems, such as (1) the rights of nontenured teachers to due process in nonrenewal cases; (2) the legal ramifications of the Equal Employment Opportunity Act of 1972; (3) the authority of Congress to limit the jurisdiction of federal courts; (4) the aftermath of the Amish case; (5) the school desegregation case -- Bradley vs Richmond; (6) women's rights in education; (7) the busing controversy; (8) special programing of children in public schools; (9) equal educational opportunity for handicapped children; (10) sex education; (11) student rights; (12) high school pregnancies; and (13) guidelines for police-school cooperation. (JF)

ED 078 528 EA 005 122
Citizen's School Inquiry; -- Saskatoon, Sask.
Citizens' School Inquiry, Saskatoon (Saskatchewan).
Spons Agency—Saskatoon Public Schools (Saskatchewan).; Saskatoon Separate Board of Education (Saskatchewan).
Pub Date 24 Jan 73
Note—123p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Basic Skills, *Community Attitudes, *Community Surveys, Curriculum, Discipline, *Educational Objectives, *Parent Attitudes, Parent Teacher Cooperation, Principals, *Student Attitudes, Student School Relationship, Teacher Education, Teachers, Tenure
Identifiers—*Educational Alternatives, Saskatoon
This report presents the results of an inquiry conducted to determine whether the Saskatoon schools were providing the kind of school services the community really wanted. The information was obtained by soliciting written briefs from citizens and students, by conducting a random survey, and by holding public meetings throughout the city. The report is comprised of (1) a summary of attitudes expressed by the public on a wide variety of topics related to Saskatoon schools and (2) some observations and 47 recommendations made by the inquiry group. (JF)

ED 078 529 88 EA 005 124
Weischadle, David E.
System for Trenton's Educational Planning (STEP). Program Budget.
Trenton Public Schools, N.J.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
Pub Date Jan 73
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, *Computer Oriented Programs, Cost Effectiveness, Decision Making, Educational Accountability, *Educational Finance, *Educational Planning, Educational Programs, Management Development, *Management Information Systems, Operations Research, *Program Budgeting, Program Planning, Resource Allocations, Systems Analysis, Systems Approach
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Planning Programing Budgeting Systems, PPBS, STEP, *System for Trentons Educational Planning
This publication explains in detail the money allocations according to program areas. A total realignment from the traditional line-item school budget, this budget follows both the instructional and noninstructional support program areas, each of which is described in the introductory statements. In addition, the budget represents the output of a computer program specifically written to generate such a budget. The budget and computer program were developed as part of the Title III project "Building a Comprehensive Planning Capability with EPPBS." Related documents are ED 071 142-43. (Author)

ED 078 530 EA 005 125
Three out of Ten. The Nonpublic Schools of New York City.
New York City Dept. of City Planning, N.Y.
Pub Date Mar 72
Note—287p.
Available from—Sales Office, Room 1616, Department of City Planning, 2 Lafayette Street, New York, New York 10007 ($3.50, by mail $4.00)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Academic Performance, Achievement Rating, Comparative Analysis, *Educational Finance, *Educational Legislation, *Nonpublic School Aid, Parochial School Aid, *Parochial Schools, *Private Schools, State Church Separation, State Federal Aid, Supreme Court Litigation
Identifiers—*New York City
This document is the first comprehensive study of the characteristics of nonpublic schools in New York City. The significance of the title rests on the fact that nearly three out of ten school children in New York City attend some kind of nonpublic school. The report attempts to provide the detailed information needed to decide whether government should subsidize the parochial school system or prepare to expand the public school system to accept the inevitable influx from the parochial system if no subsidy is granted. The report includes research on enrollment trends and projections and on teacher characteristics. The study also lists alternatives other than increased government support to help the nonpublic schools. The appendix comprises a description of the study methodology and the findings comparing Catholic student performance to public student performance, a summary of State laws on nonpublic school aid, and position statements by various organizations on the topic of nonpublic school aid. (Author/DN)

ED 078 531 EA 005 126
Improving Education in Florida. A Report.
Governor's Citizens' Committee on Education, Tallahassee, Fla.
Spons Agency—Florida State Legislature, Tallahassee.; Ford Foundation, New York, N.Y.
Pub Date 15 Mar 73
Note—296p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Advisory Committees, Citizen Participation, Community Responsibility, Educational Change, Educational Finance, *Educational Improvement, Educational Innovation, Educational Legislation, *Educational Objectives, *Educational Programs, Educational Research, Governance, Professional Continuing Education, *Public Schools, School Community Relationship, School Services, Staff Improvement, Technical Reports
Identifiers—*Florida, State Responsibility
This document begins with clarifications of the State and the local responsibility for education. The main body of the report is given over to committee recommendations covering (1) school program and services; (2) professional development for board members, school administrators, teachers, and other noninstructional personnel; (3) educational improvement through assessment at the State and district levels and by educational research and development; (4) post-secondary education; (5) a concept of funding, capital outlays, compensatory education, migrant education, school transportation, a financial accounting system, and property tax assessment; and (6) governance. Five sets of appendixes contain a summary of recommendations, the technical report of the Florida School Finance Study, the technical report analyzing the Governor's Citizens' Committee Survey, a list of additional technical reports, and a list of resource personnel used by the committee. (Pages 96 and 255-258 may reproduce poorly.) (Author/DN)

ED 078 532 EA 005 128
McGhehey, M. A.
San Antonio v. Rodriguez. Analysis and Projection.
Pub Date 29 Mar 73
Note—11p.; Paper presented at Regional Interstate Planning Project (Las Vegas, Nevada, March 29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Assessed Valuation, *Court Cases, *Educational Finance, *Equal Education, *Equalization Aid, Equal Protection, Expenditure Per Student, Property Taxes, Speeches, *State Aid, Supreme Court Litigation
Identifiers—Rodriguez
In this report, the author analyzes the recent United States Supreme Court decision, compares it with the preceding California case, Serrano vs Priest, and predicts future changes in State school finance systems as a result of this case. The author traces the Court's reasoning for finding that there was no violation of the Equal Protection Clause of the 14th Amendment in Texas' method of school finance. He discusses the court's conclusion that no "suspect class" or "-fundamental interest" was involved. The author suggests that there will continue to be challenges to State school finance systems, both in legislatures and in State courts. (JF)

ED 078 533 EA 005 130
Stauffer, Alan C., Comp.
Property Assessment and Exemptions: They Need Reform.
Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.
Report No—ECS-R-Brief-3
Pub Date 10 Mar 73
Note—87p.
Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Assessed Valuation, Educational Finance, Equal Education, *Property Taxes, Research, School Taxes, *State Legislation, *State Surveys, *Tax Rates
This report points out inequities in the taxing methods of many States and of State subdivisions and suggests possible remedies. Special emphasis is placed on assessments against real property and the impact of these assessments on tax revenues. The report concludes that (1) school revenue systems have suffered because of inadequate laws that have been poorly drawn and ineffectively administered; (2) exemptions have eroded tax bases requiring that higher rates be levied on nonexempt property; (3) few States require local assessors to use the basic tools -- tax maps and assessment manuals -- which would promote uniformity in assessment levels; (4) more research into computer applications for property tax assessment is needed; and (5) more research is needed on the effects of various appraisal methods on assessment quality and uniformity. Appendixes contain State-by-State information on various aspects of property taxation and assessment. (Author/JF)

ED 078 534 EA 005 131
World Survey of Education, V: Educational Policy, Legislation and Administration.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 71
Note—1418p.; Final Volume in the World Survey of Education Series
Available from—UNIPUB, Box 433, New York, New York 10016 ($50.00)
Document Not Available from EDRS.
Descriptors—*Administrative Organization, *Comparative Analysis, *Comparative Education, Educational Equipment, Educational Facilities, Educational Finance, Educational Planning, *Educational Policy, *Foreign Countries, Government (Administrative Body), International Organizations, Legal Responsibility, School Law
This report presents comprehensive, standardized, statistical, and descriptive educational information for 194 States and territories. The information was compiled from responses to questionnaires sent to country representatives and is designed to contribute to the comparative study of education by marshalling a large amount of material normally difficult of access. Introductory chapters sketch some of the more significant generalizations that can be drawn from a study of the detail presented in the country-by-country sections. These introductory chapters are intended to help readers build up a general outline of the more significant features of the international scene. These chapters also trace trends in a worldwide scene. The bulk of the volume is devoted to an alphabetical country-by-country presentation of information. The information for each country is arranged under the general headings of (1) aims and policy; (2) legal basis of the educational system; and (3) educational administration -- administrative structure, finance, building and equipment, operation of the educational system, and educational planning. (Author/JF)

ED 078 535 EA 005 132
Purl, Mabel C. Dawson, Judith
An Analysis of Some of the Effects of "Schools Without Failure" Seminars on Participating Schools.
Pub Date Mar 73
Note—17p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, Curriculum, Discipline, *Educational Change, *Elementary Schools, *Evaluation, *Failure Factors, Grading, Group Dynamics, Grouping (Instructional Purposes), Homework, Parent Teacher Conferences, *Student Behavior, Success Factors, Surveys, Tables (Data), Testing
Identifiers—*Glasser (William), Schools Without Failure
Written questionnaires were completed by the teachers, principals, and students of those elementary schools participating in the 1970-71 seminars based on William Glasser's concept of Schools Without Failure. The questionnaires were designed primarily to determine what changes had occurred since the seminars began and whether or not the schools were still following practices contrary to Glasser's concept. Teachers and principals were asked to indicate the changes that had occurred in grading, testing, grouping, discipline, classroom meetings, parent conferences, curriculum, and homework. The pupils of teachers who had attended the seminars responded to survey items dealing with involvement, relevance, thinking, and responsibility. Responses indicate that the seminar program apparently had positive effects on students and on teachers. Findings reveal that students have become more responsible for their own behavior, and have learned to express themselves better and to listen to and respect the opinions of others. In addition, communication between teachers has improved, and teachers have become more aware of students' needs and are better able to handle their own discipline problems. (Author/WM)

ED 078 536 EA 005 136
Musella, Donald F. Joyce, H. Donald
Conducting In-Basket Simulation. A Handbook for Workshop Leaders.
Ontario Inst. for Studies in Education, Toronto.
Pub Date 73
Note—82p.
Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario ($3.00)
Document Not Available from EDRS.
Descriptors—*Administrator Education, Annotated Bibliographies, *Decision Making, *Educational Administration, Inservice Education, *Leaders Guides, Leadership Training, Management Development, Management Games, Role Playing, Simulated Environment, *Simulation
Identifiers—In Basket Simulation
This leader's handbook accompanies a series of booklets designed to simulate the problems that teachers, superivsors, administrators, and board officials at various levels of a typical education system might encounter in real life. Presented in the form of in-basket items -- letters, memos, phone messages, etc. -- the simulation exercises require some action on the part of the person assuming the role of the position being simulated. The purpose of the handbook is to assist workshop leaders conducting in-basket simulation exercises for practicing and aspiring supervisors and administrators in the education field. A number of methods currently in use are outlined, and their applications are illustrated with sample items taken from the simulation exercises in the series. Three ways of approaching the simulation exercises are presented: (1) the group process, which focuses on the practices related to group activity; (2) the content approach, which is concerned mainly with problem solving and decision-making; and (3) the theory/practice approach, which offers some suggestions on the use of theory as a source of data relevant to problem solving. The appendix includes three examples of

typical workshops and an annotated bibliography on simulation learning. (Author/DN)

ED 078 537 EA 005 140
VanPatten, Muriel
Accountability Model Pilot School Report to the State Board of Education.
Wayne-Westland Community Schools, Mich.
Pub Date Jun 72
Note—114p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Basic Skills, Behavioral Objectives, *Cognitive Objectives, Community Schools, Course Objectives, *Educational Accountability, *Elementary Schools, Language Skills, Mathematics Instruction, Performance Criteria, Pilot Projects, *Program Evaluation, Reading Skills
Identifiers—Graham Elementary School (P D), Mathematical Skills, *Michigan
This report discusses one elementary school's implementation of a system of teaching and testing by objectives in compliance with a Michigan State Board of Education accountability model. The model used by the school called for (1) goals developed by each building; (2) performance objectives identified for subdivisions of schools, for teachers, and for students; (3) a survey and needs assessment; (4) delivery systems analysis (diagnostic, prescriptive, delivery); (5) an evaluation and testing process; and (6) recommendations for improvement. Attachments contain statistical and process information including (1) a school profile -- statistics report, (2) student profiles -- matrix assessment criterion for these objectives, and (4) survey samples. (JF)

ED 078 538 EA 005 141
Hukill, William
Winning Bond Elections: A Treatise Covering Tactics Successfully Implemented in Recent Iowa Bond Elections.
Design Associates, Cedar Rapids, Iowa.
Pub Date 73
Note—27p.
Available from—William V. Hukill, 610 Tenth Street S.E., Cedar Rapids, Iowa 52403 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bond Issues, *Citizen Participation, *Community Support, *Elections, Guidelines, Public Opinion, Public Relations, Research, School Budget Elections, *School Community Relationship
This booklet reports the results of a study of bond elections that were held in Iowa from 1960 to 1973. The study sought to determine those factors that tended to help bond elections succeed and those that tended to cause failure. The report discusses the value of specific tactics and identifies some helpful factors such as the best months of the year, the best days of the month, and the best days of the week in which to hold referenda. In addition, the author points out the merits of using (1) newspaper coverage, (2) lay and professional personnel, (3) brochures, (4) public meetings, (5) telephone campaigns, (6) doorbelling, and (7) rides to polls. A related document is ED 058 652. (JF)

ED 078 539 EA 005 196
Manual on Pupil Records. Revised.
New York State Education Dept., Albany. Bureau of Guidance.
Pub Date Apr 65
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Confidentiality, *Confidential Records, Court Cases, Guidelines, *Personnel Policy, *School Community Relationship, *Student Records, *Student Rights
Identifiers—New York
This report deals in detail with the characteristics of a good school records system; and with the ways to design, maintain, and use such records. It includes discussions of (1) the legal aspects of record keeping; (2) the purposes of pupil records; (3) suggested pupil record areas and items; (4) types of pupil records; (5) school staff orientation to pupil records; (6) the gathering, entering, and interpreting of pupil record information; and (7) parent, pupil, and community orientation to pupil records. (Author/JF)

ED 078 540 EA 005 197
Moran, K. D.
The Teacher and Workmen's Compensation Laws. A Study of Court Cases.
Kansas Association of School Boards, Topeka.
Pub Date Nov 68
Note—15p.
Available from—Kansas Association of School Boards, 825 Western Avenue, Topeka, Kansas 66606, ($2.00)
Document Not Available from EDRS.
Descriptors—Administrative Personnel, *Court Cases, *Injuries, School Law, School Personnel, *Teacher Employment, *Teacher Welfare, *Workmans Compensation
This report reviews and analyzes court cases to determine the types of injuries to teachers and other school personnel that might be compensable under workmen's compensation laws. The author identifies certain injuries suffered by public school personnel "arising out of or in the course of employment." Other types of cases that deal with industrial workers, school district noncertificated personnel, and other vocational employees are cited. The report discusses (1) injuries occurring within the zone of the employer's business -- on the employer's premises, or directly connected in some tangible way to the employer's business; (2) injuries that occur outside the employee's zone of employment; and (3) injuries in which no causal relationship is established between the employee's injury and the employer's business. (JF)

ED 078 541 EA 005 198
Kilgras, Donald C.
Administration as an Adversary Role: Bargaining -- Collective Negotiations.
Oregon School Study Council, Eugene.
Report No—OSSC-Bull-Vol-16-No-8
Pub Date Apr 73
Note—30p.
Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97401 ($2.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Administrative Principles, Boards of Education, *Collective Negotiation, *Conflict Resolution, *Legal Problems, *State Legislation, Teacher Militancy, *Teacher Strikes
In this report, the author discusses public employee negotiation legislation, issues and the basic law in negotiations, approaches and alternatives to bargaining, the negotiation process, and areas of special concern in negotiation. He concludes that one of the most important skills an administrator of the future might possess is a skill in negotiations or conflict resolution. (Author/JF)

ED 078 542 EA 005 200
Popham, W. James
Curriculum Design -- the Problem of Specifying Intended Learning Outcomes.
Pub Date 24 May 73
Note—19p.; Paper presented at University of British Columbia Symposium on Program Development in Education (Vancouver, British Columbia, May 24, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Affective Objectives, *Curriculum Design, *Curriculum Development, Curriculum Planning, *Educational Accountability, *Educational Objectives, *Educational Specifications, Evaluation Criteria, Instructional Design, Speeches
This speech considers how to (1) encourage educators to become more sophisticated regarding the strengths and limitations of measurable objectives; (2) decide on appropriate levels of specificity; (3) identify the most appropriate objective for operationalizing a general goal; (4) avoid the aversive task of generating measurable objectives by expending more talent and energy in creating pools of objectives and measures; (5) decide on desired levels of proficiency; (6) reduce excessive preoccupation with prespecified objectives; (7) allay educators' unwarranted anxieties stemming from the use of measurable objectives; and (8) stimulate the development of more objectives and measures in the affective domain. The author suggests that while these problems represent fascinating intellectual challenges, considerably more is known today about the problems than was known ten years ago. (Author/DN)

ED 078 543 EA 005 201
Purpel, David E.
Supervision and Curriculum: Improvements for Transition.
Pub Date 18 Mar 73
Note—18p.; Speech given before Association for Supervision and Curriculum Development Annual Conference (28th, Minneapolis, Minnesota, March 17-21, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, Educational Innovation, Educational Philosophy, *Humanization, *School Environment, *School Improvement, *Speeches
The basic thesis of this paper is that less hassles, less interference, new cultural values, and current social trends make "now" a good time for improving schools. The author suggests that change is slow in coming because administrators are reluctant to take action while they are still in the throes of a dilemma over whether schools should reflect or try to change society. The paper discusses the role conflict confronting a professional educator who is expected to be inspirational and toughminded, idealistic and realistic, and dreamer and pragmatist simultaneously. The paper concludes with some specific recommendations aimed at humanizing the schools. (Author/DN)

ED 078 544 EA 005 202
Grimsley, Edith E.
The Context of Individualized Instruction and Some Exemplary Programs.
Pub Date Mar 73
Note—9p.; Paper presented at Association for Supervision and Curriculum Development Annual Conference (28th, Minneapolis, Minnesota, March 17-21, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, Educational Innovation, Elementary Schools, *Individualized Instruction, *Inservice Teacher Education, Instructional Improvement, Instructional Programs, *Speeches, *Staff Improvement, Teacher Role, *Teaching Methods
In this speech, the author attempts to show that staff development is of crucial importance for successful implementation of an individualized instruction program. The main body of the paper is devoted to a discussion of a staff development planning format in which four concept clusters having to do with individualized instruction are discussed. The first cluster concerns the learner -- what is believed about him, the way he learns, his decisionmaking ability, his motivation, and his ability to be self-directing; the second, what constitutes the learning environment for individualized instruction; the third, the instructional program; and the fourth, the teacher. A discussion on assessing program demands to determine staff requirements concludes the presentation. (Author/DN)

ED 078 545 EA 005 203
Liu, Bangnee Alfred
Estimating Future School Enrolment in Developing Countries: A Manual of Methodology. Population Studies, No. 40.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—ST-SOA-SeriesA-40
Pub Date May 66
Note—157p.; Also published by UNESCO in the series "Statistical Reports and Studies" (ST/S/10)
Available from—UNIPUB, P.O. Box 433, New York, New York 10016 (Sales No. 66. XIII.3, $2.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Case Studies, Data Collection, *Developing Nations, Educational Planning, *Enrollment Influences, *Enrollment Projections, Enrollment Trends, *Methodology, Population Trends, Statistical Analysis, Tables (Data)
Identifiers—*Estimation Techniques
This manual is designed to provide some help to the educational statistician or equivalent technician who is faced with the task of providing estimates of future school enrollment in a developing country. The author first considers some of the factors determining the growth of school enrollment; needs for estimating future school enrollment; and the characteristics of short-term, medium-term, and long-term estimates. Some of the terms used in connection with estimates of future school enrollment are then defined; the types of basic data needed are specified; and the kinds of methods generally used are explained briefly. Three case studies are presented that estimate future school enrollment

in the developing countries of Colombia, the Philippines, and the Sudan. These case studies are intended to illustrate the application and adaptation of certain methods to suit the needs of particular situations. The presentation concludes with some illustrative examples from actual projections of school enrollments taken from published sources in three developed countries -- the United States, New Zealand, and France. (Author/DN)

ED 078 546 EA 005 204
Meeting of Experts on Educational Planning in Asia. Final Report. (Tokyo, Japan, November 25-December 1, 1970.)
Japanese National Commission for UNESCO, Tokyo.
Pub Date 71
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Developing Nations, Economic Development, *Educational Change, Educational Development, Educational Finance, Educational Needs, *Educational Planning, Educational Strategies, *Resource Allocations
Identifiers—*Asia
This meeting was held to review current educational planning with special reference to problems and difficulties confronting Asian countries, to study steps for better enforceable educational plans for development, and to seek solutions applicable to countries at varying stages of development. Three speeches deal with problems and trends in educational planning in general; while seven speeches discuss educational planning in its current state in the seven participating Asian States -- The Republic of China, Indonesia, Japan, Korea, Malaysia, the Philippines, and Thailand. The report highlights the problem areas in educational planning as viewed by the conference participants: (1) planning for qualitative change, (2) the implementation of educational plans, (3) planning mechanisms and relationships to general development planners and finance officials, and (4) resource allocation. Specific recommendations for future action in the field of educational planning at regional and national levels are presented. The document includes the conference agenda, the prospectus, conference addresses, and a list of conference participants. (Author/DN)

ED 078 547 EA 005 205
Seastone, Don
Economic and Demographic Futures in Education -- Alberta 1970-2005.
Alberta Commission on Educational Planning, Edmonton.; Human Resources Research Council, Edmonton (Alberta).
Pub Date 71
Note—162p.
Available from—Human Resources Research Council of Alberta, 11507 74th Avenue, Edmonton 62, Alberta, Canada ($5.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Demography, Economic Factors, *Educational Finance, *Educational Policy, Educational Trends, Enrollment Influences, *Enrollment Projections, Financial Needs, Futures (of Society), Migration Patterns, Population Distribution, Population Growth, *Population Trends, *Statistical Data, Urbanization
Identifiers—*Alberta
This document reports on a study conducted to (1) consider probable levels and distribution of Alberta's population from 1970 to 1980 and from 1980 to 2005, and to explore the implications of these population data for enrollment at various levels of the provincial educational process; and (2) to consider the growth potential of the provincial economy; its implications for provincial government revenues; and the relationship among these revenue projections, potential educational costs, and projected personal income levels. Following a summary of the findings, the report examines Alberta's population trends, age distribution, religious and ethnic groups, and geographic distribution. The report then considers past, present, and future enrollment levels of Alberta schools (kindergarten-university); and the characteristics of the Alberta economy and its prospects for growth. Projections of educational costs and government revenue for 1980 and 2005 are provided. A consideration of some basic issues of educational policy dealing with population changes, enrollment levels, economic growth, and cost and revenue constraints concludes the report. Three appendixes contain discussions of the composition of economic activity in Alberta, the projected real growth in Alberta personal income, and the caluclation of price indexes used in the report. (Author/DN)

ED 078 548 95 EA 005 212
Brickell, Henry M.
Survey of State Education Department Research, Development, Demonstration, Dissemination and Evaluation RDDDE, 1969-70.
Institute for Educational Development, New York, N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date [71]
Contract—OEC-0-9-090914-4631
Note—283p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Administrative Organization, *Comparative Analysis, Comparative Statistics, Demonstration Projects, Educational Finance, *Educational Research, Educational Researchers, *Information Dissemination, *Organizational Development, Personnel Data, Program Evaluation, Questionnaires, Research Methodology, Research Projects, *State Departments of Education, Surveys, Tables (Data)
This study is designed in part to update a 1965 publication and to note changes in the pattern of State research and research related activities since that time. It is intended to provide State research directors with an exchange of State department practices in organization, staffing, funding, and contracting for research related activities; an identification of projects completed and under way; and an identification of personnel employed in State departments. Survey data were gathered through (1) site visits to 12 geographically representative States known to be active in research and development; (2) mailed questionnaires that probed into the organization, financing, staffing, and content of State activities -- not only in the research unit but also throughout the department; and (3) meetings at the nine regional USOE offices where RDDDE personnel from 31 States discussed the situations in their own departments. The procedures used to collect and analyze the data are described in one chapter; another chapter presents the results of the work; and the presentation concludes with a reflection on the meanings of the findings, an interpretation, and general recommendations. Eight appendixes contain definitions of terms, samples of instruments used in the study, lists of people participating, statistical tables, a project catalogue, and a project list. (Author/MLF)

ED 078 549 EA 005 215
School Expense in Fiscally Dependent School Systems Compared with Total City Expense, 1970-71. ERS Circular No. 1.
Educational Research Service, Washington, D.C.
Pub Date Feb 73
Note—9p.
Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Comparative Analysis, Costs, *Educational Finance, Metropolitan Areas, Operating Expenses, Public Education, *School District Spending, *School Statistics, Statistical Data, Tables (Data), *Urban Schools
This statistical report compares school expenses against the total maintenance and operation expenses for general governmental departments in cities, of over 50,000 population, that include school system expenditures within city government costs. Reported in tabular form are (1) total payments for major functions, (2) total payments for schools, (3) cost per capita for major functions, (4) cost per capita for schools alone, and (5) percentage of total city expense allocated to schools. Annual data for 1966-71 by population grouping are also given, indicating the cost per capita for schools and the percentage of total city expense allocated to schools. A related document is ED 060 539. (EA)

ED 078 550 EA 005 217
Superintendent's Advisory Committee on School Finance. Final Report.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Advisory Committee on School Finance.
Pub Date Apr 73
Note—122p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Advisory Committees, Capital Outlay (for Fixed Assets), *Educational Finance, Educational Opportunities, *Equal Education, *Equalization Aid, Financial Problems, Fiscal Capacity, *Full State Funding, School District Spending, School Taxes, State Aid, Tax Effort, Tax Support
Identifiers—*Illinois
This report concentrates on the equity problem in Illinois public school finance. Central to this report is the thesis that there are three basic strategies for attacking the equity problem: make adjustments in the existing "foundation level" grant-in-aid system, abandon the "foundation" idea for a grant-in-aid system, and accept full State funding. The document examines in detail the strengths and weaknesses of each of these major strategies and the various tactical options possible under each major strategy outlined. Two chapters present an analysis of capital financing in Illinois and some of the revenue implications of school finance reforms in that State. A final chapter contains individual memoranda of comments, reservations, and dissent from members of the advisory committee. Related documents are ED 060 544 and EA 005 218-220. (Author/DN)

ED 078 551 EA 005 218
Superintendent's Advisory Committee on School Finance. Occasional Paper No. 1.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Advisory Committee on School Finance.
Pub Date Feb 72
Note—155p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Advisory Committees, Court Litigation, Educational Equality, *Educational Finance, Educational Opportunities, Educational Policy, *Equal Education, *Equalization Aid, Financial Policy, *Measurement Techniques, Models, Research, Resource Allocations
Identifiers—*Illinois
This paper (1) defines the concept of equalization as it has been used in school finance, (2) examines some selected problems in the measurement of the concept of equalization, and (3) applies the concept of equalization to current State educational fiscal policy matters. The definitional problems are investigated by posing what are believed to be basic questions concerning the concept and then surveying the school finance literature for appropriate responses. A series of graphic models is constructed and used to continue studying the facets of the equalization concept. A technique for measuring equalization is outlined, and the use of this technique is illustrated. The application of the concept of equalization to current State educational fiscal policy matters is explored, and the paper concludes with a comment on the role the courts have played in shaping State educational fiscal policy. Related documents are ED 060 544, EA 005 217, and EA 005 219-220. (Pages 81 and 104 may reproduce poorly.) (Author/DN)

ED 078 552 EA 005 219
Superintendent's Advisory Committee on School Finance. Occasional Paper No. 2.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Advisory Committee on School Finance.
Pub Date Aug 72
Note—103p.; Compiled by Department of State Governmental Relations
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Advisory Committees, *Educational Finance, Educational Opportunities, *Equal Education, *Equalization Aid, Fiscal Capacity, Full State Funding, Grants, Metropolitan Areas, *School District Spending, School Taxes, State Aid, Tax Effort
Identifiers—District Power Equalization, Grants in Aid, Guaranteed Valuation, *Illinois
This document consists of a series of papers by different authors on the subject of school finance and equal educational opportunity. The papers discuss equalizing educational opportunity by means of a resource equalizer or guaranteed valuation grants-in-aid; the impact of changing

school finance on metropolitan areas; and three types of equalizing formulas -- resource equalizing, percentage equalizing, and the Strayer-Haig formula currently being used in Illinois. Also considered are the difficulties experienced by schools in meeting their financial commitments because of the rising cost of educational inputs, a simulated application of district power equalization to Illinois, and post-Serrano grant-in-aid proposals in other States. Related documents are ED 060 544, EA 005 217-218, and EA 005 220. (Author/DN)

ED 078 553 EA 005 220
Superintendent's Advisory Committee on School Finance. Occasional Paper No. 3.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Advisory Committee on School Finance.
Pub Date Dec 72
Note—88p.; Compiled by Department of State Governmental Relations
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Advisory Committees, Capital Outlay (for Fixed Assets), Educational Equality, *Educational Finance, Educational Opportunities, Educational Programs, *Equal Education, *Equalization Aid, Property Taxes, School District Spending, School Support, School Taxes, State Aid, *Tax Allocation, Tax Support
Identifiers—*Illinois, Income Taxes
This document consists of a series of papers by different authors on the subject of school finance and equal educational opportunity. One group of papers studies the effect of State aid on the scope of the educational program, reports on the status of capital assistance financing for the Illinois Public Schools, and illustrates the method of computing the number of weighted pupil instructional units (WPIU). A second group of papers presents the Illinois Education Association (IEA) school finance proposal and a proposed recommendation to the superintendent of public instruction, examines disparities among school districts in Illinois and State fiscal policy, presents a longitudinal study to determine whether Illinois schools are becoming more equally financed over time, describes initial efforts to stimulate application of district power equalization to Illinois Public Schools, and compares the relative contributions of the property and personal income taxes to equalization of public school support. Related documents are ED 060 544 and EA 005 217-219. (Author/DN)

ED 078 554 EA 005 223
Some Local Policies on Reductions in Force for Professional Personnel. ERS Information Aid No. 15.
Educational Research Service, Washington, D.C.
Pub Date Mar 73
Note—18p.
Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Board of Education Policy, Boards of Education, Enrollment Trends, *Job Layoff, *Leave of Absence, Negotiation Agreements, *Personnel Policy, Policy Formation, *Teacher Dismissal, Teacher Retirement, Teacher Welfare, Tenure
Identifiers—*Reduction in Force
This report presents 16 examples of policies and provisions designed to help school administrators and board members in developing firm but fair policies to be applied when a reduction in force is deemed unavoidable. The booklet provides policies, administrative regulations, and negotiation agreement provisions. Since, according to the report, none of the policies are ideal or exemplary, the material provides issues to consider in developing a reduction in force policy. (JF)

ED 078 555 EA 005 224
A New Design: Financing for Effective Education in Illinois. Final Report.
Governor's Commission on Schools, Springfield, Ill.
Pub Date Dec 72
Note—184p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Bond Issues, Bus Transportation, Disadvantaged Youth, *Educational Finance, Equal Education, *Equalization Aid, *Expenditure Per Student, Foundation Programs, Full State Funding, Property Taxes, Revenue Sharing, School Construction, *School Taxes, Special Education, *State Aid, State Legislation, State School District Relationship
Identifiers—*Illinois
This report presents an analysis of Illinois' present educational finance system and makes recommendations for future legislation to improve the system. The report discusses (1) State constitutional provisions, (2) the present tax structure and alternative taxing methods, (3) proposed distribution formulas and equalization methods, (4) financing the education of the disadvantaged, (5) financing school construction, (6) financing special education, (7) financing pupil transportation, and (8) financing compensation. (Pages 2, 37, and 63 may reproduce poorly.) (JF)

ED 078 556 EA 005 225
Davies, Paul R. Kline, Charles E.
Collective Negotiations and Teacher Satisfaction in Selected Indiana Secondary Schools.
Pub Date 28 Feb 73
Note—10p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Collective Negotiation, *Educational Research, Secondary Schools, Speeches, Teacher Administrator Relationship, *Teacher Associations, *Teacher Experience, *Teacher Morale, Teacher Motivation
Identifiers—Indiana
This paper reports a study that sought to determine whether differences in bargaining procedures are related to differences in teacher satisfaction or morale. Of the forty schools in the random sample, 27 were operating under traditional collective negotiation procedures -- teachers relatively unorganized; eight were operating under procedural negotiation procedures -- characterized by specific procedures related to negotiations; and five were operating under comprehensive contracts -- similar in scope and content to a union labor contract. The study used the Purdue Teacher Opinionnaire, a multidimensional morale instrument. The instrument measured teacher morale under specific bargaining procedures at one point in time. The results and some comparisons are provided. (Pages 2, 3, and 7 may reproduce poorly.) (JF)

ED 078 557 EA 005 226
Records Retention and Disposition. A Reference Manual for Maryland Public School Systems.
Maryland State Dept. of Education, Baltimore.
Pub Date 73
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Guidelines, *Information Storage, *Office Management, *Recordkeeping, *Records (Forms), *Reports, State Legislation
Identifiers—*Maryland
This report presents standardized records management procedures. Its purpose is to provide Maryland State public school systems guidelines and standards for the establishment of effective records retention and disposition programs. These guidelines are consistent with legal requirements imposed by Maryland law. The report contains approved records retention and disposition schedules and suggestions for schedule implementation by each local education agency. Records management techniques for electronic data processing media, such as punched cards, magnetic tapes, or discs are not discussed in the report. (Pages 55-56 may reproduce poorly.) (Author/JF)

ED 078 558 EA 005 227
School Board Policies on Academic Freedom. Educational Policy Development Kit.
National School Boards Association, Waterford, Conn. Educational Policies Service.
Report No—Cat-No-73-20
Pub Date May 73
Note—30p.
Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #73-20, 1-3 kits $2.00, Quantity Discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Academic Freedom, *Board of Education Policy, *Censorship, *Freedom of Speech, Guidelines, Policy Formation, *Teaching Conditions
This report provides board policy samples and other policy resources on academic freedom. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Topics covered in the samples include (1) textbook/supplementary materials selection and adoption, (2) use of resource speakers, (3) library services, (4) study of controversial issues, and (5) handling of complaints about instructional materials. (Author/JF)

ED 078 559 EA 005 228
Radcliffe, Vickey W.
Planning...Accountability...I.
Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
Pub Date [70]
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Administrative Principles, Administrator Education, *Educational Accountability, *Educational Planning, *Management Education, Manuals, *Policy Formation, *Training Objectives
Identifiers—*Management by Objectives
This manual comprises a syllabus containing the directives and materials used by program administrators of the Nebraska State Department Instructional Division in 12-hour training sessions designed to increase management planning skills. The compilation includes those materials supplied to the participants for the sessions, as well as the instruments used to collect information from the participants. Broad topic areas covered in the handbook are management by objectives (MBO), goal setting, policy formation, delegation of authority, preplanning of work and predetermined objectives, and responsibility for results (accountability). An annotated bibliography is included. (JF)

ED 078 560 EA 005 229
Peterson, LeRoy J.
Centralized Negotiations of Salaries of Professional Staff in Education.
Wisconsin Univ., Madison. Dept. of Educational Administration.
Pub Date Nov 72
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrative Personnel, Arbitration, *Collective Negotiation, Conflict Resolution, *Cross Cultural Studies, *Government Role, *Teacher Associations, Teacher Militancy, Teachers, *Teacher Salaries
Identifiers—Denmark, England, France, Norway, Scotland, Sweden
This document reports on a study conducted in six European countries -- Denmark, England, France, Norway, Scotland, and Sweden -- and suggests ways to implement Statewide negotiations in the United States. The author first provides an overview of negotiations in the United States and then gives a country-by-country analysis of salary negotiations. For each country the author discusses (1) the historical background of negotiations in that country, (2) negotiation issues, (3) the participants in negotiation -- professional staff and government representatives, (4) the structure of teacher associations, (5) negotiation procedures, and (6) suggested changes to the negotiation procedures. The author observes that there is a consensus among the European representatives interviewed that centralized negotiations were superior to those engaged in by individual school districts. (JF)

ED 078 561 EA 005 230
Johnson, C. Montgomery Clocksin, Virginia
School Bond Issues: Pass-Fail. Community Plan of Action in Support of Schools.
Sports Foundation, Inc., Chicago, Ill.
Pub Date 72
Note—40p.
Available from—Compass, Suite 1400, 221 North LaSalle Street, Chicago, Illinois 60601 ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Advisory Committees, *Bond Issues, *Community Support, Guidelines, Public Opinion, Research, *School Budget Elections, *School Community Relationship, *Voting

This booklet deals with ideas, plans, and activities that have worked to gain election successes; and it discusses the pitfalls and problems that have produced election failures. The report tells how to organize people and jobs, and provides a timetable for actions during the last 12 weeks of a campaign. The authors suggest that most successful school election campaigns are long-range. They also note that the best indication of how a person will vote in the next election is how he voted in the last school election. A number of other suggestions for winning elections are provided. (JF)

ED 078 562 EA 005 231

Ellena, William J., Ed.

Curriculum Handbook for School Executives.

American Association of School Administrators, Washington, D.C.

Pub Date 73

Note—389p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (AASA Stock Number 021-00372, $6.00, Quantity Discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Administrator Guides, Adult Education, Art Education, Business Education, Career Education, *Curriculum, Early Childhood Education, Health Education, Home Economics Education, Industrial Education, Language Arts, Language Instruction, Mathematics Education, Music Education, Physical Education, Safety Education, Science Education, Social Studies

In this book, specialists and organizations identify the emerging concepts in curriculum for their particular fields, the emerging concepts in the organization and application of knowledge, and the emerging methods of instruction. One chapter each is devoted to a discussion of (1) adult education, (2) art education, (3) business education, (4) career education, (5) early childhood education, (6) English language arts education, (7) foreign language education, (8) health education, (9) home economics education, (10) industrial arts education, (11) mathematics education, (12) music education, (13) physical education, (14) safety education, (15) science education, and (16) social studies education. (Photographs may reproduce poorly.) (Author)

ED 078 563 EA 005 235

Wolcott, Harry F.

The Man in the Principal's Office: An Ethnography. Case Studies in Education and Culture.

Pub Date 73

Note—334p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($5.00)

Document Not Available from EDRS.

Descriptors—Administrative Problems, *Administrator Role, Anthropology, Case Studies (Education), Educational Research, *Elementary Schools, Ethnic Studies, Ethnology, *Principals, *School Community Relationship, School Personnel, Student School Relationship, *Teacher Administrator Relationship

In this account, the author describes and analyzes a fairly typical suburban, elementary school principal. The author has studied the principal from a cultural perspective, describing his day-to-day activities both in terms of what the principal does and the time he devoted to various administrative activities. Of the many dimensions of the particular principal studied, the author devotes particular attention to the network of relationships that develop among the principal and his staff, parents, officials of the school system, and the children; and he considers the great amount of time the principal devotes to his role as mediator among these various groups. The study also deals with perceptions of the principal's behavior by various individuals and audiences as well as with the principal's own self-perception. (Author/JF)

ED 078 564 EA 005 236

Purpel, David E., Ed. Belanger, Maurice, Ed.

Curriculum and the Cultural Revolution. A Book of Essays and Readings.

Pub Date 72

Note—497p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 ($9.95)

Document Not Available from EDRS.

Descriptors—Affective Objectives, Counseling, *Curriculum, Curriculum Development, Curriculum Planning, Educational Change, Ethical Values, *Futures (of Society), *Humanization, *Individual Development, *Personal Growth, Social Change, Socialization, Social Values

Many of the "revolutionary" ideas in education have been procedural changes (e.g., team teaching) or sophisticated variations on old themes (e.g., "new" math). This anthology of readings attempts to break through familiar patterns of thinking about curriculums. Three initial articles under "The Process of Curriculum-Making" examine certain underlying assumptions that have long served as guides for the construction of curriculums, and point to the need for new philosophies. In a section entitled "The School and Society," three readings examine the school as both an embodiment of a theory and as a partial replication of social reality. These articles explore the kinds of knowledge, skills, and motivation needed in a radically changing society. Under "Development of Self-Awareness and Personality Growth," six essays provide examples of educational attempts to directly and consciously intervene in the personal, affective dimensions of an individual's life. Although these articles have obvious differences in emphasis and orientation, they are all united by a strong conviction that education begins with the learner's personal attitudes, style of life, personality, and values; and that human learning involves both intellectual and emotional elements. (Author)

ED 078 565 EA 005 240

Aid to Nonpublic Education, 1971-72. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate. Ninety-Second Congress, First and Second Sessions on Aid to Nonpublic Education, December 2, 1971, and January 11, 1972.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 72

Note—532p.

EDRS Price MF-$0.65 HC-$19.74

Descriptors—Court Cases, Educational Finance, Education Vouchers, *Federal Aid, *Federal Legislation, Federal Programs, *Nonpublic School Aid, *Parochial Schools, Shared Services, State Aid, *State Church Separation

This report contains statements by Stephen Kurzman, various Catholic parochial school representatives, Hebrew school representatives, Protestant representatives, ACLU personnel, and others advocating or opposing aid to nonpublic schools. Much of the material deals with permissible types of aid to parochial schools in light of recent United States Supreme Court decisions. Also included are relevant articles and publications on aid to nonpublic schools. (Photographs and pages 25-27, 41, 153-155, 187-188, 337-357, and 522-524 may reproduce poorly.) (JF)

ED 078 566 EA 005 241

Meeting the Challenges of School Board Leadership. The Report of a NSBA Summer Institute. (Hanover, New Hampshire, August 14-18, 1972.)

National School Boards Association, Evanston, Ill.

Pub Date 73

Note—114p.

Available from—National School Boards Association, 800 State National Bank Plaza, Evanston, Illinois 60201 ($8.95 Hard Cover, $5.75 Paperback)

Document Not Available from EDRS.

Descriptors—*Board of Education Policy, Boards of Education, Citizen Participation, Civil Rights, Collective Negotiation, *Community Involvement, Conference Reports, Court Cases, Decision Making, *Educational Change, Educational Finance, Federal Government, Feminism, *Full State Funding, Political Influences, Politics, School Personnel, *Student Rights

Part One of this report is concerned with the problem of school finance and contains a proposal made by James Bryant Conant for full State funding of public education; a reaction to the proposal by Joseph Cronin; and a roundtable discussion on the subject. Five chapters in the second part explore recent rulings on the rights of staff and students, the need of a stronger voice for school boards in the nation's capital, the impact of the women's rights movement on the public schools, and the need for carefully planned policies to confirm the processes and procedures for collective bargaining in education. The third section presents two vigorous appeals for reform and for a humane response by public schools to the concerns, needs, and aspirations of the people. The presentation concludes with a summation of principles laid down at the conference. (Photographs may reproduce poorly.) (Author/JF)

ED 078 567 EA 005 242

Education Revenue Sharing Act of 1971. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate. Ninety-Second Congress, First Session on S. 1669, October 27, 28, and November 2, 1971.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 71

Note—275p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Exceptional Children, *Federal Aid, *Federal Legislation, *Federal Programs, Federal State Relationship, *Grants, Parochial School Aid, *Revenue Sharing

This report contains the text of and the hearings on the Senate Bill which encompassed the Administration's proposal for special revenue sharing in education. The bill proposes major changes in the method of distribution by the Federal Government of federal tax dollars for elementary and secondary education. It provides for the consolidation of some 30 current categories of aid and for the distribution of these funds by the States who would receive them from the Federal Government on a formula, block grant, basis. The report contains statements by Elliot L. Richardson, Sidney P. Marland, teacher association representatives, parochial school representatives, and Senators. Additional information from articles and publications is also provided. (JF)

ED 078 568 EA 005 243

Shannon, Thomas A.

How School Administrators Work with Attorneys – An Attorney's Point of View.

American Association of School Administrators, Washington, D.C.

Pub Date 73

Note—22p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 021-00486, $2.00, Quantity Discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrator Role, Board Administrator Relationship, Citizen Participation, Community Organizations, *Lawyers, School Community Relationship, *School Law, Student School Relationship, *Superintendents, *Teacher Administrator Relationship

In this booklet, the author describes both the changing role of the school superintendent and nine ways in which today's administrators differ from their predecessors. He also discusses the role of the school attorney (1) as an advisor at law, (2) as a counselor on governance, and (3) as an attorney in litigation. (JF)

ED 078 569 EA 005 244

The 1972 Four-Day University of Boardmanship.

National School Boards Association, Evanston, Ill.

Pub Date 72

Note—73p.; Abstracted Proceedings of the National School Boards Association Annual Convention (32nd, San Francisco, California, April 15-18, 1972)

Available from—National School Boards Association, 800 State National Bank Plaza, Evanston, Illinois 60201 ($3.50, Quantity Discounts)

Document Not Available from EDRS.

Descriptors—*Boards of Education, Bus Transportation, Conference Reports, Court Cases, *Educational Finance, *Equal Education, Equalization Aid, *Federal Aid, Professional Associations, Revenue Sharing, *School Integration, Speeches, State Aid

Identifiers—*National School Boards Association

This report provides (1) a summary of the 1972 National School Boards Association converntion proceedings, (2) the texts of principal addresses, and (3) the complete text of all resolutions enacted by the association's Delegate Assembly. The addresses deal with educational finance -- the Serrano vs Priest decision, revenue sharing, and State and federal roles in educational finance -- integration and school busing; and internal NSBA affairs. (JF)

ED 078 570 EA 005 245

Status of Property Tax Administration in the States.

Congress of the U.S. , Washington, D.C. Senate Committee on Government Operations.

Pub Date 23 Mar 73

Note—171p.; Compilation of State Responses to Survey Prepared by the Subcommittee on Intergovernmental Relations of the Committee on Government Operations, United States Senate

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5270-01761, $1.75 or $1.50 GPO Bookstore)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Assessed Valuation, *Federal State Relationship, *Property Taxes, *State Action, State Surveys, *Tax Rates

This document reports the results of a survey designed to determine the extent to which recommendations made to the States by the Advisory Commission on Intergovernmental Relations (ACIR) in 1963 had been carried out. The survey contained 149 questions tackling such basic issues as constitutional restrictions in property tax administration, centraliztion of assessment supervision at the State level, and relief from the property tax burden for elderly and low income persons. An analysis and a summary of the findings of the survey are provided, as well as State-by-State responses to each of the survey questions. The report concludes that while some States have improved their administration of the property tax, the majority have failed to take positive significant action on the 1963 ACIR recommendations. (JF)

ED 078 571 EA 005 246

Weldy, Gilbert R.

Administering a Negotiated Contract.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 73

Note—51p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($2.00, Quantity Discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Administrative Principles, *Administrative Problems, Administrator Role, *Collective Negotiation, *Contracts, Grievance Procedures, Guidelines, *Principals, *Teacher Administrator Relationship, Teacher Associations, Teacher Role

This monograph provides guidelines to help principals effectively administer schools under master contracts. The report (1) describes how a principal should prepare for bargaining; (2) discusses day-to-day administration of the contract; (3) examines some problems with administrator-teacher roles under the contract; and (4) makes suggestions about preparing principals for contract administration. (JF)

ED 078 572 80 EA 005 247

Furse, Bernarr S., Ed. Wright, Lyle O., Ed.

Comprehensive Planning in State Education Agencies.

Utah State Board of Education, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—553p.

EDRS Price MF-$0.65 HC-$19.74

Descriptors—Administrative Organization, Cooperative Planning, Decision Making, *Educational Coordination, Educational Needs, *Educational Planning, *Educational Strategies, Evaluation, Information Systems, Interagency Cooperation, Models, Pilot Projects, Program Coordination, *State Departments of Education, *Statewide Planning

Identifiers—Colorado, Connecticut, Elementary Secondary Education Act Title V, ESEA Title V, Iowa, Puerto Rico, Texas, Utah, West Virginia

This volume consists of papers by representatives from the six States comprising the Comprehensive Planning State Education Agencies Project (CPSEA). The first paper, by Bernarr S. Furse, outlines common elements appearing in one or more of the models developed by the project States. Everett W. Reimer then details the need for educational planning in the present planning capability of, and a comprehensive planning program for Puerto Rico. Joseph Wolvek describes a data producing process of alternatives to aid in administrative decisionmaking in Iowa. Leonard Landry discusses Colorado's strategy to facilitate interoffice and local school district process oriented planning. Marlin L. Brockette considers the Texas program for identifying Statewide educational priorities and coordinating State education agency planning endeavors with the activities of regional education service centers. Douglas Dopp introduces Connecticut's interim report on the establishment of a planning unit and an organizational structure for the coordination and review of educational plans. Don K. Richards examines a Utah model that portrays a Statewide comprehensive educational planning mechanism. In conclusion, B. G. Pauley reports on the establishment of an Office of Educational Planning in West Virginia as a structural element to coordinate agency plans for education and to correlate the planning endeavors of other education agencies in the State. (Author/JF)

ED 078 573 EA 005 248

Brown, Edward K.

A Management and Budget Control System for Educational Research and Evaluation Units. A Practitioner's Manual of Theory and Implementation Procedures.

Pub Date 72

Note—89p.

Available from—Carlton Press, Inc., 84 Fifth Avenue, New York, New York 10011 ($3.00)

Document Not Available from EDRS.

Descriptors—Budgeting, *Cost Effectiveness, *Educational Finance, *Educational Research, Evaluation, Management, Management Systems, Methodology, *Models, Operations Research, *Program Budgeting, School District Spending, Systems Approach

Identifiers—*Educational Research and Evaluation Units, Management Control, PPBS, Programing Planning Budgeting Systems

In this book, the author attempts to aid those persons involved in finding ways to make school systems more efficient and productive through control systems. He begins by stating the problem and describing the services provided by Research and Evaluation (R&E) units. He discusses the various monitoring and reporting activities, workflow networks, project-time formulations, costs estimates and budgets, personnel functions, and expenditures. The author points out that R&E units are being asked to take on more and more tasks and to provide descriptive and summative information for school management personnel at all levels. Since these units usually operate on somewhat fixed budgets, it has become necessary to employ the principles of cost analysis. The author attempts to demonstrate that the principles of management control and programing-planning-budgeting systems (PPBS) can be used to document the service costs of R&E units. He advocates moving from rather standardized procedures to a more complex operations network from which costs of personnel, materials, and management can be determined and monitored. Pertinent figures and tables assist the uninitiated reader to understand the technical aspects of the book. A related document is ED 041 391. (Editor)

ED 078 574 EA 005 249

Strategies for Curriculum Development in Southeast Asia. A Seminar. Final Report.

Southeast Asian Ministers of Education Organization (Singapore). Regional Center for Education in Science and Mathematics.

Report No—P5-SCMS-28

Pub Date Mar 72

Note—216p.; Papers presented at SEAMEO Regional Center for Education in Science and Mathematics Seminar (Glugor, Panang, Malaysia, March 14-20, 1972)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Conference Reports, *Curriculum Design, *Curriculum Development, *Developing Nations, Educational Objectives, *Educational Planning, Educational Problems, Educational Strategies, Elementary School Science, Mathematics Curriculum, Programed Instruction, Science Curriculum, Systems Approach, Teacher Education

Identifiers—SEAMEO, *Southeast Asia, Southeast Asian Ministers Education Organisation

The main body of this document consists of papers that were presented at the seminar. The document also includes an outline of the seminar proceedings, a list of participants and staff members, a list of the organizing committee, and several reports of the findings and recommendations of the seminar working groups. Papers presented by guest speakers and staff cover such topics as the problem of education in Southeast Asia, teacher education, areas of priority in curriculum development, programed instruction, a systems approach to curriculum development, educational goals, teaching science to children, the mathematics curriculum of the future, and curriculum development in the United Kindgom. Papers presented by the delegates to the convention deal with strategies for curriculum development in their respective home countries. These delegates represented Hong Kong, Indonesia, the Khmer Republic, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. (Photographs may reproduce poorly.) (DN)

ED 078 575 EA 005 250

Hiemstra, Roger

The Educative Community. Linking the Community, School, and Family. The Professional Education Series.

Professional Educators Publications, Inc., Lincoln, Nebr.

Pub Date 72

Note—116p.

Available from—Professional Educators Publications, Inc., Box 80728, Lincoln, Nebraska 68501 (Order No. 006-4, $1.75)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Community Attitudes, Community Characteristics, *Community Education, *Community Schools, *Education, Educational Finance, Educational Needs, Educational Programs, Higher Education, Parent School Relationship, Resource Allocations, School Community Cooperation, School Community Programs, *School Community Relationship

This book has been created to meet the basic needs of future teachers, educational specialists, parents, and those citizens who desire to become better informed on current educational concepts and practices. Eight chapters discuss the nature of the community, the activation of the educative community, the community school and community education, the modern family's educational needs in light of the changing family structure, community coordination and cooperation, processes for community change, community investments in education, and higher education and the community. Each chapter concludes with an annotated bibliography of additional reading. (Author/DN)

ED 078 576 EA 005 251

Industry-Education Councils. A Handbook.

National Association of Manufacturers, New York, N.Y. Education Committee.

Pub Date [72]

Note—32p.

Available from—Education Department, National Association of Manufacturers, 277 Park Avenue, New York, New York 10017 ($0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cooperative Planning, *Cooperative Programs, Curriculum Development, Educational Administration, *Educational Planning, Guidelines, Manpower Development, Methodology, *Program Descriptions, School Community Cooperation, *School Community Programs, *School Industry Relationship

Identifiers—*Industry Education Councils

This handbook contains broad guidelines to assist both businessmen and educators who are interested in increasing industry-education cooperation through the creation of an Industry-Education Counicl. This guide is part of a series of reports designed to encourage the participation of businessmen in areas such as school management, curriculum development, and methodology. Material in the handbook discusses briefly the need for increased cooperation among schools,

business, and industry; suggests that the Industry-Education Council is the best structure to deal with this need; itemizes the initial steps required to start a Council; suggests several types of cooperative activities and identifies their broad goals and objectives; and provides examples of bylaws and statements of purpose used by existing Councils. (Author/DN)

ED 078 577 EA 005 252

Long-Range Policy Planning in Education.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—370p.; Papers presented at OECD Country Representatives for Educational Planning Meeting (14th, Paris, France, June 4-6, 1969)

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($7.75)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Case Studies, Comparative Analysis, Educational Change, *Educational Planning, *Educational Policy, Educational Problems, Educational Research, *Futures (of Society), *Policy Formation, Social Change, Sociocultural Patterns, Speeches

The first part of this publication contains detailed presentations on the subject of planning in education for Norway, The Netherlands, and the United States; a summary of the educational planning program for 18 OECD countries; a commentary on the substitution of teacher input by "other resources" input; and a description of the Educational Policy and Research Center at Syracuse. This part is followed by a commentary on the various perspectives of the country planning programs, such as some unstated assumptions on which educational planning and research are based, planning in the midst of socio-educational change, and suggestions for possible lines of further development in a country's planning program. The publication concludes with a consideration of the perspectives and methodology of educational planning. Topics examined include the educational problems of a future society, the educational plan as a viable instrument of social policy, and the forecasting of plausible alternative future histories of society. A scenario of alternative futures for the United States between 1970 and the year 2000 and its implications for educational policy is presented. The appendix provides lists of the names and addresses of conference participants. (Author/DN)

ED 078 578 EA 005 259

Brown, Lance Jay Whiteman, Dorothy E.

Planning and Design Workbook for Community Participation: An Evaluation Report.

Princeton Univ., N.J. School of Architecture and Urban Planning.

Pub Date 73

Note—51p.

Available from—School of Architecture and Urban Planning, Research Center for Urban and Environmental Planning, Architecture Building, Princeton, New Jersey 08540 (Free)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Community Change, *Community Development, *Community Involvement, Community Organizations, Community Programs, Housing, Neighborhood Improvement, *Planned Community, Program Attitudes, Program Design, *Program Evaluation, Program Planning, *Surveys, Urban Renewal, Workbooks

The workbook which was the subject of this evaluation was prepared to aid disenfranchised community groups participate in the nonprofessional planning and decisionmaking process. It was written at a time when extensive technical assistance to local groups concerned with community planning and housing situations was envisioned. The intent behind this evaluation was to determine the extent to which the workbook methods and materials were applied, the areas in which they were most useful; and to identify necessary revisions and directions requiring further research. The report summarizes in outline form the exact nature of the replies and presents the critical commentary offered by respondents. Appendixes provide more extensive information from questionnaire responses and summarize the workbook. (Author/DN)

ED 078 579 EA 005 260

Johnson, Donald V.

Student Disciplinary Codes – What Makes Them Tick.

Pub Date Feb 73

Note—8p.; Paper presented at National Association of Secondary School Principals Annual Conference (57th, Dallas, Texas, February 2-7, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Discipline, Dropout Rehabilitation, Due Process, *High School Curriculum, *School Policy, Speeches, *Student Responsibility, *Student Rights

In this speech, the author describes how one school developed discipline guidelines with the cooperation of staff, parents, and students. Due process procedures, types of discipline, and an alternative out-of-school program for adjustment students (those who have experienced chronic or serious disciplinary problems in the school) are described. (KF)

ED 078 580 EA 005 261

Tort Liability and Liability Insurance. School Law Summary.

National Education Association, Washington, D.C. Research Div.

Pub Date Mar 69

Note—18p.

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock #431-22828, $.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Indemnity Bonds, *Insurance Programs, *School Districts, *School Law, *State Legislation, State Surveys

Identifiers—*Tort Liability

This report contains a compilation of State-by-State statutory provisions relating to the tort liability of school districts and to their purchase of liability insurance. The statutory provisions described herein reveal various degrees of governmental immunity made available to school districts. (JF)

ED 078 581 EA 005 262

Leaves of Absence. School Law Summary.

National Education Association, Washington, D.C. Research Div.

Pub Date Dec 68

Note—26p.

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock #431-13388, $1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Leave of Absence, *Personnel Policy, *Sabbatical Leaves, *School Law, *State Legislation, State Surveys

This report contains State-by-State statutory summaries on three types of leaves of absence relating to teachers -- sick leave, maternity leave, and sabbatical leave. Only State laws that have specific reference to one of these three types of leaves of absence are included. Not included are those statutes granting boards of education the general authority to grant leaves of absence to teachers. (Author/JF)

ED 078 582 EA 005 263

Hayden, Alice H. Torkelson, Gerald M.

Systematic Thinking About Education. Fastback Series, No. 17.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 73

Note—34p.

Available from—Phi Delta Kappa, 8th & Union, Box 789, Bloomington, Indiana 47401. (Individual fastback, $.50, prepaid. Set of six, $2.00, Quantity and Membership Discounts)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Educational Planning, *Educational Technology, Evaluation, Futures (of Society), *Individualized Instruction, *Instructional Aids, *Instructional Media, Instructional Technology, *Systems Approach, Technological Advancement

This booklet discusses some of the applications of sophisticated technology to various aspects of education and suggests further possible applications of technologies that are still in the initial or beginning stages. The report first attempts to define the word technology, relating it to the terms audiovisual, media, and systems. Then, the authors discuss the factors that affect a technology of instruction, those that emphasize the shift from "what" to teach to "how" to teach and that focus on the individual learner. The presentation also offers comments on technology and teacher behaviors, technology and student behaviors, and the implications of technology for the future. (JF)

ED 078 583 EA 005 264

Dyer, Henry S.

How To Achieve Accountability in the Public Schools. Fastback Series, No. 14.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 73

Note—45p.

Available from—Phi Delta Kappa, 8th & Union, Box 789, Bloomington, Indiana 47401 (Individual Fastback, $.50, prepaid, Set of six, $2.00, Quantity and Membership Discounts)

Document Not Available from EDRS.

Descriptors—*Educational Accountability, *Educational Objectives, Guidelines, *Information Processing, *Information Utilization, Public Schools, *Teacher Responsibility, Teacher Role

Recognizing that accountability encompasses a number of distinct though closely interwoven elements, the author develops an overall perspective on educational accountability by examining four main aspects – accountability for cash, accountability for things, accountability for deeds, and accountability for results. Central to the report is the author's discussion of the pervasive problem of providing the flow of information necessary to keep the public adequately informed and school systems adequately responsive to the needs of students and society. In conclusion, the author examines the role of the teacher as the person with whom any effort to make educational accountability workable must begin and end. (Author/JF)

ED 078 584 EA 005 265

Callahan, John J., Jr. Wilken, William H.

Education Finance Reform in Massachusetts: Meeting the Constitutional Demands of Serrano v. Priest.

Massachusetts Teachers Association, Boston.

Spons Agency—National Education Association, Washington, D.C. Research Div.

Pub Date Jan 73

Note—97p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Finance, *Equal Education, *Equalization Aid, Expenditure Per Student, Fiscal Capacity, Foundation Programs, *Property Taxes, School Taxes, Simulation, *State Aid, State School District Relationship, Tax Effort, Tax Rates

Identifiers—Massachusetts

This report outlines the educational fiscal impacts of the present Massachusetts system of school finance and describes the fiscal characteristics and effects of alternative finance plans that are both equitable and elastic in nature. The first part of the report describes and evaluates the overall character of the Massachusetts State-local fiscal system and its relationship to the State's system of educational support. Later sections of the study delineate some of the deficiencies in the State and local revenue structure. These sections also note the tax and expenditure characteristics of the present system of school finance. Next, a number of constitutionally sound finance systems are simulated and their fiscal attributes noted. The tax rate requirements for these systems are estimated, and a number of proposed revenue policies are suggested to fund these programs. Finally, a number of policy recommendations are formulated, which should guide the Massachusetts Teachers Association in their deliberations concerning how best to revise the present system of educational finance. (Author)

ED 078 585 EA 005 267

Fluxgold, Howard

Federal Financial Support for Secondary Education and Its Effect on Ontario, 1900-1972.

Canadian Teachers' Federation, Ottawa (Ontario). Research Div.; Ontario Teachers' Federation, Toronto.

Pub Date 72

Note—173p.

Available from—Ontario Teachers Federation, Suite 550, 1260 Bay Street, Toronto 185, Ontario, Canada ($1.75)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Educational Finance, Educational History, Educational Planning, Educational Policy, *Federal Aid, Federal Government, *Federal Legislation, *Federal Programs, *Financial Support, *Secondary Education
Identifiers—Canada, *Ontario
This study was designed primarily to demonstrate "why" and "how" federal (Canadian) legislation is enacted, how it is administered, whether it has been successful in accomplishing its stated goals, and what effect it has had on the Ontario system of secondary education. The paper has been organized chronologically into three sections covering the periods 1900-1935, 1935-1961, and 1962-1971. In each section, the federal secondary education legislation enacted during that period is described. The author discusses the rationale for various federal school programs and the impact such programs have had on students and on school systems. The study also attempts to show some of the processes by which an idea is converted into legislation and some of the difficulties involved in administering federal programs in education. In each section, the author has attempted to relate the legislation to the social, political, and economic climate of the time in which it was enacted. Numerous tables and an extensive bibliography are provided. Included in the appendix are reprints of the actual federal (Canadian) legislation enacted. (Author/DN)

ED 078 586 EA 005 269
Monahan, William W. Johnson, Homer M.
Decentralized Decision Making Toward Educational Goals.
Oregon School Study Council, Eugene.
Report No—OSSC-Bull-Vol-16-No-9
Pub Date May 73
Note—61p.
Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, Budgeting, Centralization, *Decentralization, *Decision Making, Educational Objectives, Guidelines, *Organizational Change, Purchasing, Resource Allocations, *School Administration, *School Districts
This monograph provides guidelines to help those school districts considering a more decentralized form of management. The authors discuss the levels at which different types of decisions should be made, describe the changing nature of the educational environment, identify different centralization-decentralization models, and suggest a flexible method for resource allocation in a decentralized district. In addition, the effects of decentralization on budgeting, purchasing, teaching strategies, and personnel practices are examined. The presentation is designed to show that decentralization leads to autonomy with accountability. (JF)

ED 078 587 EA 005 270
Callahan, John J., Jr. Wilken, William H.
Revision, Relief and Redistribution of the Connecticut State and Local Tax Structure. A Research Monograph.
Connecticut Education Association, Storrs.
Spons Agency—National Education Association, Washington, D.C. Research Div.
Pub Date Dec 72
Note—123p.
Available from—Connecticut Education Association, 21 Oak Street, Hartford, Connecticut 06106 ($2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Educational Finance, *Equal Education, *Equalization Aid, Expenditure Per Student, Financial Support, Fiscal Capacity, *Property Taxes, *Public Schools, School Support, School Taxes, Simulation, *Tax Allocation, Tax Effort, Tax Support
Identifiers—*Connecticut, Tax Revision
The study reported in this document examined Connecticut's present system for financing public education and analyzed alternative systems. On the basis of study findings, some conclusions are presented in this report concerning (1) the total fiscal system within which Connecticut finances its schools, (2) fiscal disparities in the established method of funding public education, and (3) ways that Connecticut could achieve a high degree of fiscal equity and neutrality in its school finance system. The authors first describe and interpret the overall nature of Connecticut public finance and its relationship to the State's system of educational support. They then delineate the tax and expenditure characteristics of the present system of school finance and discuss their shortcomings. Next, using simulation analysis, the authors examine the financial requirements and likely fiscal impacts of alternative funding schemes. The presentation concludes with an outline of some policy recommendations designed to guide the Connecticut Education Association in its deliberations over revision of the State's present school finance system. (Author/DN)

ED 078 588 EA 005 274
Goodlad, John I.
Program Development: Identification and Formulation of Desirable Educational Goals.
Pub Date 24 May 73
Note—25p.; Speech given before Program Development in Education Symposium. (Vancouver, British Columbia, May 24-25, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Community Involvement, *Curriculum Planning, Decentralization, Decision Making, Educational Development, *Educational Objectives, *Educational Planning, Educational Policy, *Program Development, Program Planning, *Public Education, Student Participation
In this speech, the author suggests that the success of public schools depends heavily on commitment to and large-scale agreement on educational goals. He examines the difficulty in creating rational programs to carry out specific behavioral goals and the more remote ends usually stated for educational systems. The author then discusses the difficulty in getting goals formulated on an ideological base through the political structure, the degree of centralization, and the problem of who should make the decisions regarding an educational program. The roles of parents, children, and educators in the educational planning process are discussed. (Author/DN)

ED 078 589 24 EA 005 278
Blumner, Alan Samuel
Process Accounting: An Examination of Some Effects of Student Grouping and Grading Practices in a Metropolitan Area High School. Final Report.
New York State Dept. of Mental Hygiene, New York.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-B-087
Pub Date May 73
Grant—OEG-2-71-0087
Note—208p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Behavioral Science Research, Case Studies, Disadvantaged Groups, Educational Accountability, *Grading, *Grouping (Instructional Purposes), Group Tests, High Schools, Methodology, Minority Groups, Models, *Organization, Organizational Climate, *Organizational Development, School Organization, Social Class, Socialization, Urban Schools
Identifiers—New York City, *Process Accounting
This study illustrates the underlying premise that certain classes of participants may be adversely affected by organizational experiences in ways that are not normally recognized. Schools belong to a set of organizations whose primary function is to socialize organizational members. This function is described as the providing of a process to a recipient class, and structures utilized for this function are termed process events. Process accounting entails the arrangement of career data on individual recipient class members into longitudinal data files and the typological analysis of this information relative to output measures which bear on the socializing goals of the organization. Process accounting is interpreted as a sociological model of school accountability because it illuminates the impact of group structures on different student subgroups. The case study focuses on the impact of a high school's ability grouping and letter grading practices on 9th grade black students differing in social status. Study findings indicate that students of low status situated in academically competive English classes manifest considerably lower output measure profiles than do their peers. Several explanatory theses are considered. (Author)

ED 078 590 EA 005 279
Murphy, Jerome T.
Grease the Squeaky Wheel. A Report on the Implementation of Title V of the Elementary and Secondary Education Act of 1965, Grants to Strengthen State Departments of Education.
Harvard Univ., Cambridge, Mass. Center for Educational Policy Research.
Spons Agency—Carnegie Corp. of New York, N.Y.; Department of Health, Education, and Welfare, Washington, D.C.
Report No—HEW-OS-71-132
Pub Date Feb 73
Note—442p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Change Agents, Decision Making, *Educational Change, Educational Planning, *Federal Aid, Federal Programs, Grants, Organizational Change, *Revenue Sharing, State Boards of Education, *State Departments of Education
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
This study of the impact of unrestricted federal aid on State bureaucracies describes how federal money was spent in nine SEA's (particularly in Massachusetts, New York, and South Carolina). It also examines whether Title V promoted a rethinking of SEA priorities and led to a "thorough overhaul" of SEA activities. Study findings reveal that, while SEA budgets and staffs doubled between 1965 and 1970 (one fifth of the 1970 dollars coming from Title V), SEA strengthening varied significantly from State to State. In New York and Massachusetts, the Title V outcome took the form of marginal adaptations of ongoing activities in procedures, activities, or roles; while in South Carolina, marked changes took place. However, the author notes that in none of these States did Title V stimulate a rethinking of priorities or promote a thorough overhaul of activities. Even in South Carolina, Title V failed to promote basic change, but rather acted as a facilitator for a SEA that was "ready to go." The report explores explanations for the failures of Title V and concludes that the underlying reasons why Title V failed to promote basic institutional change may have as much to do with the way complex organizations typically behave with free money as it does with particular institutional or individual shortcomings. An extensive bibliography is appended. (Page 355 may reproduce poorly. Page 424 is either missing, or the pages have been misnumbered.) (Author/JF)

ED 078 591 EA 005 314
Shkurkin, Sergei V.
By Hook or by Crook. A Fund Raising Manual.
Pub Date Jun 73
Note—23p.; First edition
Available from—Vlad Shkurkin, 6025 Rose Arbor, San Pablo, California 94806 ($2.00)
Document Not Available from EDRS.
Descriptors—*Alternative Schools, Educational Finance, Federal Aid, *Financial Support, *Grants, Manuals, Private Financial Support, *Program Proposals, *Project Applications
This manual of fund raising techniques is written primarily for alternative schools, although the methods and information presented may be used by any nonprofit, tax-exempt organization seeking funds. Practical hints on how to seek out foundations and present proposals are presented. The report also provides lists of information resources, as well as suggestions on information-gathering techniques. (Author/JF)

ED 078 592 EA 005 315
Ross, Doris M.
1972 Legislation and Achievements: Year-Round Schools and Attendance. Research Brief No. 5.
Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.
Pub Date Jun 73
Note—25p.
Available from—Educational Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Legislation, *Extended School Year, Quarter System, *School Attendance Laws, School Calendars, *School Schedules, *State Legislation, *Year Round Schools
This report contains a State-by-State compilation of data obtained from responses to question-

naires sent to State departments of education, legislative service agencies, State school boards associations, and State offices of the NEA and of the AFT. The information from these responses was supplemented by material gathered from a review of newsletters, bulletins, special reports, and legislative summaries. The report also provides addresses of agencies and personnel to contact in each State for further information. A related document is EA 005 123. (JF)

ED 078 593 EA 005 316
Ross, Doris M.
1972 Legislation and Achievements: Accountability, Assessment and Testing.
Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.
Report No—ECS-R-Brief-8
Pub Date Jun 73
Note—34p.
Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Educational Accountability, *Educational Testing, Intelligence Tests, Standardized Tests, *State Action, *State Agencies, *State Legislation, State Surveys
Identifiers—*Assessment
This report contains replies to questionnaires sent to State legislatures, legislative service agencies, State school boards associations, and State offices of the NEA and the AFT asking for information on legislation and achievements in education. Information from the replies is supplemented by data acquired from reviews of newsletters, bulletins, special reports, and legislative summaries. Appendixes contain the addresses of State departments of education and of legislative reference bureaus, along with the addresses of the national offices of the National School Boards Association, the NEA, and the AFT. (JF)

ED 078 594 EA 005 317
Stemnock, Suzanne K.
Severance Pay for Professional Employees in Public School Systems. ERS Circular No. 5.
Educational Research Service, Washington, D.C.
Pub Date 69
Note—22p.
Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W. Washington, D. C. 20036 ($1.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Board of Education Policy, *Fringe Benefits, *Leave of Absence, *Teacher Retirement, Teachers, *Teacher Salaries, Wages
Identifiers—*Severance Pay
This report presents a "status" study, reporting practices followed in school systems where a severance pay policy is in effect. Severance pay is a fringe benefit designed to provide teachers who have given service to a school system with financial security during the period of transition to a new position or to retirement. The initial mailing list for the survey on which this report is based was obtained from a postal card sent to all school systems enrolling 12,000 or more pupils. Followup questionnaires were then mailed to the 128 systems reporting that they provided severance pay. For each of the 86 systems with bona fide severance pay systems, the tables in this report show the amount of unused sick leave or annual leave which may be accumulated by professional personnel, the conditions of termination under which severance pay is granted, and the formula applied to determine the amount of the severance pay. According to the report, most of the plans now in effect base the amount of payment on the number of days sick leave accumulated. (Author/JF)

ED 078 595 EA 005 318
Cohn, Elchanan Millman, Stephen D.
An Economic Analysis of State Aid to Education. Final Report.
Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No—RO20628
Pub Date Jun 73
Grant—OEG-0-72-1417
Note—147p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cost Effectiveness, Economic Factors, *Educational Economics, *Educational Finance, Equalization Aid, Expenditure Per Student, Fiscal Capacity, Full State Funding, Incentive Grants, *Incentive Systems, Multiple Regression Analysis, *Resource Allocations, *State Aid
This report focuses on the relationship between State aid to education and incentives for the efficient allocation of resources. Following a description of the historical and current manifestations of State aid, an empirical analysis was conducted to study the impact of State aid on several variables. More State aid was found to be associated with (1) higher per pupil expenditures, (2) lower per pupil local revenues, (3) less likelihood to raise funds through local bond issues, (4) lower nonpublic enrollments, and (5) larger average school size. In another phase of the study, incentive features were developed that could be incorporated into State aid schemes. These incentive features were divided into (1) Scale Incentives -- designed to highlight the potential for cost savings through scale adjustment; and (2) Output Incentives which considered two possible goals: maximum output regardless of cost and maximum output per dollar of cost. Penalty factors and incentive payments, singly and combined, were presented as alternative methods to increase efficiency in terms of both scale incentive and output incentives. (Author)

ED 078 596 EA 005 319
Winebarger, Richard L.
Current Strategies for Educational Communications and Program Experimentation in Kentucky.
Kentucky State Dept. of Education, Frankfort.
Pub Date [71]
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, *Educational Experiments, *Educational Innovation, Experimental Programs, *Information Dissemination, Information Networks, Instructional Innovation, School Surveys, *State Surveys, Statistical Data
Identifiers—*Kentucky
In this report, the author attempts to (1) report the findings of an informal research survey concerning the perceptions of a sample of professional and lay personnel in Kentucky in regard to what they believe to be the inhibitors of change in education; and (2) extrapolate the sense of the findings into some generalizations regarding what might constitute the major obstacles to be overcome in an accelerated effort to obtain better synchronization between the needs of education and the programs of schools. The study makes the assumption that the extent to which school districts are attempting to improve communications and engage in major experimentation is positively correlated with the attack on removing or circumventing all other barriers to educational change. Survey results, reported in tabular form, provide (1) information concerning the frequency of innovations in each Title III region; (2) innovations related to the expansion or modification of existing curriculum content, staff development and utilization, instructional methods, school reorganization, evaluation and planning, student grouping, student services, learning centers, audiovisual services, extracurricular activities, and programs for specific types of students; and (3) a summary of one school's method of communicating information about innovations to professional personnel and to the community. (Author/DN)

ED 078 597 EA 005 320
Bateman, Richard And Others
A Projected Role for Marketing in the Dissemination of Products Developed by R&D Agencies.
Pub Date Feb 73
Note—16p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, *Educational Development, Educational Programs, Educational Research, *Information Dissemination, Instructional Aids, *Marketing, Merchandising, *Research and Development Centers, Research Design, *Research Methodology, Research Utilization
In this speech, the authors contend that the adoption of a marketing approach by the disseminators of educational research and development product might well lead to a more effective way of getting products into use by educators. The marketing concept as defined comprises the planning of a coordinated set of products and programs to serve the needs of existing and potential customers. The authors explain how this marketing approach to dissemination might be adapted and applied by a product development agency, touch briefly on some of the elements of such an approach already in process, and point up some of the problems that will have to be solved if such an approach is to be implemented. Each one of six characteristics of the marketing approach is examined, and the relationship of each characteristic to the development of a better dissemination strategy by R&D agencies is explored. (Author/DN)

ED 078 598 EA 005 332
Alderfer, Clayton P. Holbrook, John
A New Design for Survey Feedback.
Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date Feb 73
Note—45p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, Evaluation Methods, *Feedback, Groups, *Models, Morale, *Organizational Change, Organizational Climate, Program Attitudes, Speeches, *Surveys
This study presents a theoretical discussion analyzing and explaining the use of group methods in feeding back diagnostic data to organizations. A new design -- the peer group-intergroup model -- is presented and compared to the traditional family group model. Data evaluating one implementation of this design showed that it was associated with senior officers of a bank changing their attitudes toward the relevance of a diagnostic study and their willingness to consider changing their own behavior. Changes in organizational practice also followed the feedback. An explanatory model for the new design, derived from the general theoretical considerations, was supported by data taken from the feedback sessions. (Author)

ED 078 599 EA 005 333
Veillette, Peter D. And Others
Financial Status of the Public Schools, 1973.
National Education Association, Washington, D.C. Research Div.
Report No—NEA-RR-1973-R4
Pub Date 73
Note—43p.
Available from—NEA Customer Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-22522, $1.50, Quantity Discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Bond Issues, Court Litigation, Educational Economics, *Educational Finance, Educational Research, Educational Trends, Enrollment, *Expenditures, Federal Aid, Higher Education, *Income, Private Schools, Public Schools, Salaries, State Aid, *Tables (Data), Tax Effort, *Teacher Employment
This document reports on the current status of school finance and the trends affecting the efforts of the organized teaching profession to secure adequate funds for public education. Numerous statistical tables and narrative reports are grouped under four sections dealing with (1) dimensions of formal education, which includes enrollment, and demographic and comparative data; (2) employment in the schools, which covers the characteristics, qualifications, supply, and training of professional personnel; (3) expenditures, which highlights federal support, legislative proposals for 1974, and school finance model systems; and (4) revenue, which includes tax data, information on bond elections, and a review of court decisions. Information is provided for elementary, secondary, and college levels. A related document is ED 066 802. (Author/EA)

ED 078 600 EA 005 334
Stieber, Gertrude N.
26th Biennial Salary and Staff Survey of Public-School Professional Personnel, 1972-73.
National Education Association, Washington, D.C. Research Div.
Report No—NEA-RR-1973-R5

Pub Date 73
Note—101p.
Available from—NEA Customer Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25524, $1.50, Quantity Discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Administrative Personnel, Professional Personnel, *Public Schools, *Salaries, *Surveys, Tables (Data), Teacher Distribution, *Teachers, Teacher Salaries

This study reports on salaries paid the full-time professional staff of public school systems. Data on the numbers of men and women in all major professional areas (including teachers), other instructional staff, and central office personnel are given, as well as salary information for most instructional positions. Salary data for central office personnel have been excluded as a cost effective measure. National estimates of mean and median salaries; and salary distributions for teachers, principals, assistant principals, counselors, librarians, school nurses, and other members of the instructional staff are shown in summary tabulations. In addition, system-by-system listings of reporting systems with enrollments of 25,000 or more are included. Salary data covering all of the approximately 16,425 school systems operating in 1972-73 are incorporated in the survey. Related documents are ED 056 379 and ED 056 398. (Author)

ED 078 601 EA 005 346
Dougharty, Laurence A. And Others
A Program Budgeting Cost Model for School District Planning.
Rand Corp., Santa Monica, Calif.
Report No—Rand-P-4953
Pub Date Jan 73
Note—71p.
Available from—Publications Department, Rand, 1700 Main Street, Santa Monica, California 90406 (Order No. P-4953, $3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Budgets, Cost Effectiveness, *Educational Planning, Models, *Program Budgeting, *Program Costs, Programing, Program Planning, *School Districts, Systems Approach

This report provides a detailed description of an education program cost model designed to accept descriptions of the size and composition of resources used in a particular program and translate them into an estimate of program cost, for convenient comparison of alternatives. The model also translates ("crosswalks") the program budget into traditional format as may be required by law. At present, many school districts create a "program budget" by reversing this process, thus losing the entire program planning aspect of PPB. The Rand model described here outputs 5-year cost estimates by (1) major program area, (2) standard budget category, and (3) program cost by budget category. The program cost output uses the approach suggested by California's Advisory Commission on School District Budgeting and Accounting, where "programs" are essentially subject areas and administrative functions. Although these definitions fall short of a true program, they are far more useful than the conventional resource categories. The computer program is not discussed. (Page 5 may reproduce poorly.) (Author)

ED 078 602 EA 005 347
Raizen, Senta A.
Evaluating the National Institute of Education.
Rand Corp., Santa Monica, Calif.
Report No—Rand-P-4942
Pub Date Feb 73
Note—29p.
Available from—Publications Department, Rand, 1700 Main Street, Santa Monica, California 90406 (Order No. P-4942, $2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Research, Evaluation, *Evaluation Criteria, *Evaluation Methods, *Federal Programs, Research Criteria
Identifiers—*National Institute of Education, NIE

This paper begins by examining the context within which the NIE is likely to be evaluated, such as what it will be expected to achieve, who will assess its achievements, and why and when assessments will be made. The second part of the paper deals with suggested evaluation dimensions of (1) the technical quality of the R&D supported by NIE, (2) the choice of questions or problems being addressed, (3) the effectiveness of program output, and (4) distribution of funds and other benefits. For each of these dimensions, some criteria and evaluation methods are given. The last section discusses briefly how evaluation results could be used to improve the performance of NIE by application to resource allocation, management procedures, and organization. (Author)

ED 078 603 EA 005 348
Klitgaard, Robert E.
Models of Educational Innovation and Implications for Research.
Rand Corp., Santa Monica, Calif.
Report No—Rand-P-4977
Pub Date Mar 73
Note—29p.
Available from—Publications Department, Rand, 1700 Main Street, Santa Monica, California 90406 (Order No. P-4977, $2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, *Educational Innovation, Educational Objectives, *Educational Research, *Models, Policy Formation, *Research Needs

In this report, the author discusses the problem of educational change in terms of four basic elements: the objectives, the implementation process, the production possibilities, and the evaluation process. To illuminate both the logic of explanation and the specific needs for research, two competing explanatory models are developed: (1) the naive hypothesis, which focuses on local objectives and the low productivity of various educational innovations, and which has restrictive implications for federal R&D policy; and (2) the organizational model, which notes that educational objectives are inherently vague and production possibilities imperfectly known and seldom implemented, and which concentrates instead on the relative freedom of educational bureaucracies to make policy and on the self-serving incentive structures. Since research has not yet touched on many basic issues of the problem, there is sparse evidence to disprove either model. More importantly, there are few directives on how more detailed, policy relevant explanations should be developed. Further research is necessary into the process of innovation itself. This paper formulates an agenda for such research. (Author)

EC

ED 078 604 EC 052 046
Levine, S. Joseph Keith, Kitty
DUB: A Format for Writing Descriptive Literature. Dissemination Document No. 9.
Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [69]
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Braille, Class Activities, *Exceptional Child Education, Handicapped Children, *Information Dissemination, *Instructional Materials Centers, Mathematics, Sensory Aids, Speech Therapy, *Teacher Developed Materials, *Writing Skills

Presented is DUB (description, use, and benefits of an idea), a format for special education teachers to use in writing descriptions of self-developed materials and methods; and included are six examples of the format. The DUB format prescribes the inclusion in brief essay form of the following information: descriptive material (structural details, directions for use, or a diagram), specific use (purpose, user, children for whom intended, and use situation), and expected benefits (easier application or more efficient method). Also required are clear statements, few words, author's name and school mailing address. The six examples from the IDEA SERIES, which has been developed as the means of disseminating ideas to teachers by the Michigan State University Regional Instructional Materials Center for Handicapped Children and Youth, are the following: a Braillecard for reading thermoformed embossed braille; a dry manometer for speech clinicians' assessments; the DIGITAL Computer, a child's multiplication system; the SOUNDWHICH, a game for visually handicapped children; the FOOTBALL, a word recognition game for partially sighted children; and a name plate project for junior high school boys. (MC)

ED 078 605 EC 052 047
Levine, S. Joseph
Educational Uses of Cartridge Tapes. Dissemination Document No. 11.
Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [68]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Education, *Handicapped Children, *Instructional Media, *Tape Recordings

Tape cartridges for use by special education teachers are analyzed according to design, effective use, and availability. Basic operating principles of cassette and continuous loop tape cartridges are described and illustrated. Advantages of tape cartridges are indicated, such as the following: the position is saved on tape during student timeouts, and handicapped students easily learn difficult concepts or involved sequential instructions. Other attractive features cited are low maintenance, low cost, storage considerations, size, and portability. Two playback only machines recommended are the Play Tape and the General Electric Tape Player (#G3700). Also mentioned is the PlayTape custom laboratory (address supplied) which produces tapes from teacher reel recordings. Additionally included is a list of cartridge players and recorders giving manufacturer, address, model, size, price, and features. (MC)

ED 078 606 EC 052 048
Oldsen, Carl F.
Abstractors Manual. Fourth Edition.
Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jan 70
Note—25p.; Technical Papers of the Center No. 1.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Exceptional Child Education, *Guidelines, Handicapped Children, *Information Processing, *Instructional Materials Centers, Writing Skills

Instructions for preparation of abstracts associated with processing information for the retrieval system of the Michigan State University Regional Instructional Materials Center for Handicapped Children and Youth are given in the manual. An abstract is described as a summary of a written work's content which must provide information that both assists the user in choosing original material and provides data and terms for the computer program. Specified for preparation of abstracts are approaches to perusing material prior to writing, length limitations (250 words maximum), and writing suggestions for paragraphs, topic sentences, and descriptive sentences. Included is a page of alternate word and phrase choices to aid abstractors in avoiding trite phrases, overworked verbs, literary effusions, and biases. Detailed instructions, and sample abstracts and forms are given for the following categories of instructional material: audio visual and curriculum materials, printed documents, equipment journals, and large type materials. A library form lists descriptor terms used in information retrieval. (For related information, see EC 052 049 and EC 052 050). (MC)

ED 078 607 EC 052 049
Oldsen, Carl F. Vinsonhaler, John F.
Regional Information Centers: A Frontier in Small Library Automation. Dissemination Document No. 12.
Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [68]
Note—26p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Abstracts, Computer Programs, *Computers, *Exceptional Child Education, Handicapped Children, *Information Centers, *Information Systems, *Libraries

The regional information center is examined as an instrument for innovation in small library automation and as a basis for the evolution of national information systems. Summarized is development of regional information centers in education, including centers specially for handicapped children, and indicated are trends toward national information networks. A case study of regional library automation is described according to the manner in which local libraries may be generated to aid in the development of computer based national information systems. Two major characteristics are emphasized: standardized procedures for abstracting and indexing; and generalized (machine independent) computer programs permitting the use of local computer facilities with the option of linking with other regional or national computer installations. Conclusions are drawn with respect to the computer support required by regional information centers attempting to work toward small library automation and national library development, utilizing networks of computer based regional libraries. (For related information, see EC 052 048 and EC 052 050). (Author/MC)

ED 078 608 EC 052 050

Oldsen, Carl F. Spagnuolo, Lenore

Keypunching Manual. Third Edition.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 70

Note—29p.; Technical Papers of the Center No. 3

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Programs, *Computers, *Exceptional Child Education, Handicapped Children, *Information Processing

Identifiers—*Keypunching

Presented in the manual are keypunching procedures with associated representative forms and keypunching cards for bibliographies and five basic types of abstracts which are used with the Control Data 3600 computer by the Michigan State University Materials Center for Handicapped Children and Youth (IMC HCY). Emphasis is given to keypunching all information that pertains to 10 category fields for retrieval from the information file tape. The ten fields correspond to author, title, source, copyright date, price, number, category, IMC HCY, content, and descriptors. Instructions cover use of acronyms for national associations and often cited organizations, punctuation symbols pertinent to the keypunch machine and the computer program, and keypunching. A five step procedure is outlined for preparation of bibliography cards (including correction of errors and omissions); and detailed information is given for keypunching cards for audiovisual and curriculum materials, documents, equipment, and journal abstracts. For each type of card keypunched, a drawing shows how the information should look on the card. (For related information, see EC 052 048 and EC 050 049). (MC)

ED 078 609 EC 052 051

Ward, Ted

Automated Braille System (Autobraille). Dissemination Document No. 3.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [67]

Note—5p.; Papers of the Institute No. 42

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Braille, Computer Programs, *Computers, *Electromechanical Aids, *Exceptional Child Education, Telephone Communication Systems, *Visually Handicapped

Identifiers—*Automated Braille System (Autobraille)

The Automated Braille System (Autobraille) is a tactile communication mode that uses the computer and other mechanical devices to enable visually handicapped children or adults to read from a tabletop instrument. Five problems associated with standard braille books which may be circumvented with Autobraille are storage space requirements, weight of braille books, deterioration rate of braille surfaces, high production costs, and unsuitability for electronic communication. Component parts are a table-top display device, a control unit, and a tape cartridge. In addition to converting tape signals to the tactile reading display, the system also generates tapes for storage through two computer programs. One transforms an alpha-numeric natural language text to codes corresponding to the 63 braille character combinations in Grade II braille; the other program transforms the computer's codes into a tonal code (similar to the Bell system's touch tone), and also tonally separates characters on the display device's reading line. Autobraille is capable of transmitting data through the telephone at 1000 words per minute and thus has potential for library to user transmission. (MC)

ED 078 610 EC 052 052

Ward, Ted

Evaluation of Instructional Materials. Position Paper No. 1.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [69]

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Evaluation, *Exceptional Child Education, Guidelines, Handicapped Children, *Instructional Materials, *Instructional Materials Centers

The position paper on the evaluation of instructional materials by the Michigan State University Regional Instructional Materials Center for Handicapped Children and Youth (IMC HCY) examines the professional and ethical dilemmas of evaluation and presents evaluation policies of the center. Evaluated by a roster of field evaluators throughout the three state area are materials built, produced, or modified by the IMC HCY staff; products for which evaluation requests have been made through professional channels; and standard materials, replacements or augmentations, and promising innovative materials. Evaluations are published in a series of product opinion papers. (DB)

ED 078 611 EC 052 070

The Impact of Resource Room Instruction on Academic Achievement of L/LD Students.

Marshall Independent School District, Tex.

Pub Date [73]

Note—14p.

Available from—Marshall Independent School District, Marshall Texas 75670

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Elementary School Students, *Exceptional Child Research, Language Handicapped, *Learning Disabilities, *Program Evaluation, *Resource Centers

Analyzed were the academic achievement test scores for approximately 46 language or learning disabled elementary school students receiving instruction in a program based on the resource room concept. The Iowa Test of Basic Skills was administered prior to and following the program. Resource room instruction appeared to have a positive effect upon student academic achievement particularly in the area of language skills with a positive but lower effect observed for arithmetic skills and understandings. As expected, a decrease in academic growth rate followed return to the regular classroom program. (See EC 052 071 for a companion study). (DB)

ED 078 612 EC 052 071

The Impact of Resource Room Instruction on Principal and Teachers' Attitudes.

Marshall Independent School District, Tex.

Pub Date [73]

Note—50p.

Available from—Marshall Independent School District, Marshall, Texas 75670

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Attitudes, Elementary School Students, *Exceptional Child Research, Individualized Instruction, Language Handicapped, *Learning Disabilities, Program Evaluation, *Resource Centers, *Teacher Attitudes

Evaluated were the attitudes of 10 principals and 38 teachers (20 regular classroom teachers and 18 teachers who were voluntarily individualizing instruction) toward an instructional program for language and learning disabled elementary students based on the resource room concept. Principals and those teachers who had volunteered to individualize indicated positive feelings toward the program. Regular teachers reported limited use of resource room materials and limited coordination with the resource teacher. (See EC 052 070 for a companion study). (DB)

ED 078 613 EC 052 115

Council for Exceptional Children Selected Convention and Special Conference Papers Index.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—65p.

Available from—Council for Exceptional Children, 1411 South Jefferson Plaza Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *Conference Reports, *Exceptional Child Education, *Handicapped Children

Identifiers—*Council for Exceptional Children

Presented is a cumulative index of authors and titles of papers given at various annual and topical conventions of the Council for Exceptional Children. The conventions are listed in chronological order beginning with the 40th annual convention held in 1962 and ending with the convention of 1972. Special conventions papers are listed chronologically after the annual convention of that particular year. Order numbers, microfiche and hard copy prices and the full table of contents are given for each collection of papers. An order form is included. (DB)

ED 078 614 EC 052 116

Gifted Talented: A General Reading List; A Selective Bibliography. Exceptional Child Bibliography Series No. 636.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—31p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Creative Ability, *Exceptional Child Education, *Gifted, High Achievers

The selected bibliography on gifted and talented contains approximately 100 abstracts with indexing information. Abstracts were drawn from the computer file of the Council for Exceptional Children Information Center's complete holdings as of June, 1973 and were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1926 to 1972. (DB)

ED 078 615 EC 052 155

Rosen, David Callan, Laurence B.

A Report of Trends in Residential Services for the Mentally Retarded, 1972.

National Association of Superintendents of Public Residential Facilities.

Spons Agency—President's Committee on Mental Retardation, Washington, D.C.

Pub Date 20 Nov 73

Note—22p.

Available from—David Rosen, Macomb-Oakland Residential Center, 35135 Dodge Park Road, Sterling Heights, Michigan 48077

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Programs, Community Services, *Exceptional Child Education, Institutional Personnel, Institutions, Interagency Cooperation, *Mentally Handicapped, *Placement, Professional Personnel, *Residential Programs, *Surveys, Universities

Reported are results of a survey (1972) to determine trends in residential services for the mentally retarded, with particular focus on residential facilities, community involvement, and placement procedures. Respondents (62% of 211 questionnaires sent) represent public residential care facilities in the United States and Canada, or are state coordinators, members of the President's Committee on Mental Retardation, or specialists. Twenty-two questions request such information as categories of present residential population, percentage of residents employed for renumeration, or waiting list according to categories. Key findings indicate trends such as the following; that possibly one half of all institutionalized could be returned to appropriately programed community living facilities, that residential facility personnel have expertise and knowledge, that attention be given to respite and short-term care programs and to community programs in which institutional residents participate, that parental participation be planned at time of admitting a child, that institutional staff do not cooperate sufficiently with community agencies to train community program coordinators, and that universities should be more involved with residential facilities and intervention programs. (MC)

ED 078 616 EC 052 156
Bolen, Jacqueline M. And Others
Non-Categorical Preschool Model Program.
University of Southern California, Los Angeles. Instructional Materials Center for Special Education.
Pub Date Jun 73
Note—122p.; A documentation presented to The Department of Special Education University of Southern California, June 1973
Available from—Instructional Materials Center for Special Education, 1031 South Broadway, Suite 623, School of Education, University of S. C., Los Angeles, California 90015 ($5.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavior Change, Classification, Conceptual Schemes, Curriculum Development, Early Childhood Education, Evaluation Methods, *Exceptional Child Education, Handicapped Children, *Identification, *Parent Education, *Preschool Children, *Program Development, Psychological . Evaluation, Teacher Education, Testing

Special education teachers at the graduate level developed a model noncategorical preschool program for five normal or severely handicapped children which incorporated parent training and behavioral research. The staff assumed such tasks as designing classroom/clinic/observation areas, arranging for materials, training parents, and attending meetings. For each of the five students, 4- to 6-years-old, who were normal or had handicaps of oppositional behavior, Down's syndrome, physical and speech handicaps, or autism, assessments were made according to functional areas, skills, and personal-social characteristics. A curriculum involved gross, fine, and perceptual motor training; color and shape discrimination; letter, number, and word recognition; and creativity expression. Behavior modification procedures included primary, (candy or cookies), and secondary reinforcement (praise, or hugging); continuous music; and timeout. Parents learned through observing children, taking a behavior management class, recording behaviors, and teaching. Data indicated that the five children acquired from 14 to 27 skills; that four children attained a minimum of two out of five competency levels for each of seven developmental areas; that four children achieved full competency in one developmental level. Data indicated directions for an experimental research design, and support for early intervention, parent training, and individualized programs. (MC)

ED 078 617 EC 052 158
Bolen, Jackie
A Bibliography of Affective Materials for the Adolescent Years.
University of Southern California, Los Angeles. Instructional Materials Center for Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 73
Note—71p.
Available from—Jackie Bolen, Instructional Materials Center, Special Education, 1031 South Broadway-Suite 623, University of Southern California, Los Angeles, California 90015
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescents, *Affective Behavior, *Annotated Bibliographies, Audiovisual Aids, Books, Cultural Factors, Emotionally Disturbed, *Exceptional Child Education, Films, Filmstrips, *Instructional Materials, Instructional Media, Interpersonal Relationship, Moral Values, Self Concept

The annotated bibliography lists approximately 146 instructional materials and books useful to teachers who deal with normal and abnormal adolescent affective behavior in junior and senior high schools. An explanation sheet gives instructions for correlating publisher with a specific material, and for finding items according to topic categories. A list of 21 publishers includes addresses. Topic areas of related materials are the following (totals of items for each are in parentheses): social awareness (53), moral decisions (12), interpersonal relationships (51), self understanding (58), and cultural awareness (14). A short evaluative description, playing time, number of pages, purchase or rental price, or other pertinent features accompany each item listing. Some of the subjects materials or books cover are teen-parent relationships, sex education, alcoholism, running away, cheating, maturation and growth, Afro-American history, or American Indian studies. Items by media comprise the following (quantity moted in parentheses): filmstrips with records, cassettes, or guides (73), films (16mm, 8mm, filmloops, and 8mm sound) (40), transparencies (2), simulation games (1), records (3), books and booklets (24), cassettes (1), professional material (1), and study prints (1). (For related information, see EC 052 159). (MC)

ED 078 618 EC 052 159
Bolen, Jackie
The Growing Years: A Bibliography of Affective Materials for the Preschool Child.
University of Southern California, Los Angeles. Instructional Materials Center for Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 72
Note—38p.
Available from—Jackie Bolen, SEIMC, 1031 South Broadway-Suite 623, University of Southern California, Los Angeles, California 90015
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Behavior, *Annotated Bibliographies, Attitudes, Audiovisual Aids, Childrens Books, Emotionally Disturbed, *Exceptional Child Education, Films, Filmstrips, Individual Differences, *Instructional Materials, Instructional Media, Moral Values, *Preschool Children, Psychological Needs, Self Concept

The annotated bibliography lists approximately 90 instructional materials useful in developing affective behavior in normal and abnormal preschool children. An explanation sheet gives instructions for correlating publisher with a specific material, and for finding items according to topic categories. A list of 24 publishers includes addresses. Materials are indexed according to 24 topic areas, such as feelings, right and wrong, senses, racial understanding, recognizing individual differences, understanding self, truth, respect, friendship and relating to the environment. A short evaluative description, playing time, number of pages, price, or other pertinent features accompany each item. Items by media comprise the following (numbers in parentheses refer to quantity of individual items, sets, or series): professional materials (4), picture story sets (3), tranparencies (1), film loops (1), instructional materials (4), mixed media kits (6), records (9), children's books (30), films (9), cassettes (1), filmstrips (2), and filmstrips with records, cassettes, or tapes (16). A section on newer news lists more recent items, and is subject to updating. (For related information, see EC 052 158). (MC)

ED 078 619 EC 052 160
Garbee, Frederick E., Ed.
Voice Disorders in School Children: Clinical Management.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date May 72
Note—85p.; Special Study Institutes sponsored by the California State Department of Education (April 26-28 and May 8-10, 1972, San Francisco and Los Angeles)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, *Clinical Diagnosis, *Exceptional Child Education, Interdisciplinary Approach, Psychological Needs, Research Methodology, *Screening Tests, *Speech Therapy, *Voice Disorders

Five papers presented at two inservice institutes for school speech and language pathologists delineated identification, remediation, and management of voice disorders in school children. Keynote remarks emphasized the intimate relationship between children's voices and their affective behavior and psychological needs, and thus, the importance of not separating a voice from its owner. As an example of a research aid derived for clinical diagnostic evaluation of voice disorders, the feature analyzer was described, which records cycle-by-cycle frequency and intensity changes in the speech wave. Dysphonia, resulting from vocal hyperfunction (yelling, shouting and speaking at an inappropriate pitch) was examined with respect to school voice screening programs, and therapy for children and adults. Questions were posed and answered relating to what a laryngeal physiology and pathology, assessments (medical, vocal, environmental), therapies, and management. Discussed as aspects of identification and management of voice disorders were the pattern of a normal voice, disorders caused by respiratory-phonatory imbalances, dysphonia, and such physiological problems as velo-pharyngeal incompetence caused by a palatal flaw. Interdisciplinary cooperation, clinician training, identification, management, and incidence of voice disorders in school children were incorporated in the discussion of the Jewish Hospital Voice Profile. (MC)

ED 078 620 EC 052 161
Morris, June E. And Others
Aural Study Systems for the Visually Handicapped. Interim Progress Reports No. 9 Description of the Aural Study System-No. 10 Field Trial of the Aural Study System.
American Printing House for the Blind, Louisville, Ky.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0046
Pub Date 30 Apr 73
Grant—OEG-0-8-080046-2670(032)
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audio Equipment, *Aural Learning, Elementary School Students, *Exceptional Child Education, *Instructional Media, Media Technology, *Secondary School Students, Textbooks, *Visually Handicapped

The Aural Study System was devised for visually handicapped elementary and secondary school students to learn more efficiently through listening rather than reading, and was tested in two field trials. Components included a record player, a foot control, records in textbook format, written material, and a written key for locating textual pages on the record. The textual unit was from A Global History of Man, by L. Stavrianos and others (editing procedures explained). Results of the first field trial, a 30 task test on locating and operating components, indicated that 94% of the 32 Ss in grades 5 to 12 located the place of a specific topic in the recorded test (the most difficult task); however, some of the problems Ss encountered were amplifier and further technological failure, and confusion in use of hand or foot control. Results of the second trial, to ascertain whether braille students could use the system for common study tasks, showed that all 24 Ss in grades 9 to 12 wrote some responses in braille to four study tasks (answering question, copying quotation, and outlining and summarizing text sessions), that 11 to 15 Ss performed adequately or better, that in addition to problems encountered in the first field trial, other problems were Ss' inability to judge distances, or poor

alphabetizing, listening, spelling, and memory skills. Conclusions were that students could use the system after receiving more instructions and after refinements were incorporated in the system. Appended are equipment and materials checklists and study questions, functional level and educational level tests, the training program, and a subject data sheet. (MC)

ED 078 621 EC 052 162
Marland, S. P., Jr.
Send Up More Sputniks.
Pub Date 73
Note—15p.; Speech given at the Nationwide Invitational Conference on the Education of the Gifted (Albany, New York, May 31, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Exceptional Child Education, *Federal Aid, *Gifted, *Government Role, Program Development, State Federal Aid, Talent Identification

In a speech to a conference on education of the gifted, S. P. Marland, Jr., the Assistant Secretary of Education, expressed the unlikelihood of another Sputnik's giving similar impetus to American support of two million gifted students as support was given to science instruction through the National Defense Education Act. Urging federal, state, and local leadership, he described problems of the gifted, such as women's entry into traditional masculine fields, and identification of talent among minorities and the poor. He explained that 1974-1975 budgetary limitations precluded new federal initiatives, and stressed that more important than money was the change in federal policy from program management to idea management, encompassing efforts to stimulate creative response and to serve as a link between the problem and those who could solve it. Cited were the Emergency School Aid Act, which will give grants to urban magnet schools to identify talent through programs for the gifted and career education; and the Office of Education for the Gifted, which has given a grant to the Illinois Department of Education to develop a national/state leadership training program, and has facilitated establishment of the Exploration Scholarship Program, supported by donations, whereby gifted students accompany scientists on summer explorations. (MC)

ED 078 622 EC 052 163
Burrows, Patricia G., Ed.
Teaching Suggestions: Exceptional Child Program.
Pinellas County District School Board, Clearwater, Fla.
Pub Date Jun 73
Note—94p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, *Class Activities, *Elementary School Students, *Exceptional Child Education, Games, Guidelines, *Learning Disabilities, Minimally Brain Injured, Motor Development, Perceptually Handicapped, Physical Activities, *Teacher Developed Materials, Visual Perception

A variety of activities to improve auditory, visual, motor, and academic skills of learning disabled children are presented for teachers' use. Activities are grouped under perceptual skills and color coded for easy access. Given for each activity are the names (such as Milkman Mixup), idea or purpose (one example is improvement of fine motor control), materials used, procedures, and in most cases, illustrative drawings. For development of auditory skills, activities are assembled in the following categories (number of activities for each is noted in parenthesis): following directions (4), auditory discrimination (5), memory (7), auditory association (1), grammatic closure (2), and verbal expression (1). The activities given for improvement of visual skills are amassed in the categories of perception (1), discrimination (4), sequencing (2), memory (6), association (3), closure (2), motor (1), and ocular (2). Included in the section on motor development are the following categories: tactile discrimination (1), spatial organization (1), fine and gross motor control development (8), eye-hand coordination (4), following directions (1), tracking (2), balance (3), left to right sequencing (1), and directionality (6). Games are described in a separate section and deal with perceptual drill in addition combinations, phonics, spelling, vocabulary, and word patterns. [Reproduced from best available copy.] (MC)

ED 078 623 EC 052 164
Federal Programs for the Retarded: A Review and Evaluation. Report to the President.
President's Committee on Mental Retardation, Washington, D.C.
Pub Date Jun 72
Note—277p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Exceptional Child Services, Federal Aid, *Government Role, *Mentally Handicapped, *Program Descriptions, Program Evaluation, Program Planning
Identifiers—*Presidents Committee on Mental Retardation

Reports from 22 federal departments and agencies on their programs related to mental retardation have been compiled for submission to the President's Committee on Mental Retardation for review, analysis, and subsequent action. For each report, the overall mission is given, as well as unit identification, external programs (services or activities), internal programs (if applicable), and future strategies or summary. Departments represented are the following: Agriculture; Commerce; Defense; Health, Education, and Welfare; Housing and Urban Development; Interior; Justice; Labor; State; Transportation; and Treasury. Executive agencies included are: ACTION (to bring together volunteer action programs such as the Foster Grandparent Program and VISTA), Appalachian Regional Commission, Civil Service Commission, General Services Administration, National Aeronautics and Space Administration, National Science Foundation, President's Committee on Employment of the Handicapped, President's Council on Physical Fitness and Sports, Small Business Administration, U. S. Postal Service, and the Veteran's Administration. (MC)

ED 078 624 EC 052 180
Creedon, Margaret Procyk
Language Development in Nonverbal Autistic Children Using a Simultaneous Communication System.
Pub Date 73
Note—12p.; Reprint of a paper presented at the Society for Research in Child Development Meeting (Philadelphia, March 31, 1973)
Available from—Margaret Procyk Creedon, Dysfunctioning Child Center, Michael Reese Hospital, Chicago, Illinois 60616
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Autism, *Behavior Change, Communication Problems, Communication Skills, Emotionally Disturbed, *Exceptional Child Education, Language Instruction, Language Patterns, *Manual Communication, Reinforcement, Sign Language, *Training Techniques

Twenty-one nonverbal autistic children, 4- to 9-years-old, with language ages of 4- to 24-months, participated in the communication learning program from 1 to 3 years. Simultaneous verbal and manual signs were chosen as the communications mode. The children initially displayed infrequent, unrecognizable vocalizations (Screeches, or vocal twiddles), failed to role play, used objects repetitively and nonfunctionally, and showed either little affect or self-aggressiveness. A behavioral framework with reinforcement included rewards, such as food, tokens, and social approbation. Parents attended weekly meetings and also observed training sessions. A day school was developed, consisting in supervised group work for short periods, and gross motor activities (roller skating, swimming, or art activities), and later evolved into three levels and more extensive tasks. Initially the children imitated all teacher hand movements, repeated questions and added answers, repeated only key words, or directed questions meant for other children to teachers. Later (still signing manually), children instructed themselves before performing, generated sentences comparable to 2 and 3 year olds', labeled other children's inappropriate behaviors, helped one another, mastered personal pronouns, and had an estimated vocabulary range of 101 to 370 words (a gain of over 100 words in a year). Some children began to mouth words, verbally approximate words, and three children could verbalize "-hi" or "bye". Behavioral assessment indicated increase in social activity, decrease in self stimulation, higher levels of play, and attempts to play with classmates. (MC)

ED 078 625 EC 052 181
McKinney, James D. *Clifford, Miriam*
Behavior Patterns of Mildly Retarded Children in Open Classrooms.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date [73]
Note—15p.
Available from—James D. McKinney, Frank Porter Graham Child Development Center, Highway 54 By-pass, Chapel Hill, North Carolina 27514
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Behavior Patterns, Childhood, *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Open Education, Social Development

The classroom behavior and academic achievement of 32 educable retarded children (EMR) with a mean age of 11.24 years were studied in two types of open classrooms, graded and multiage, and compared to that in a special education class. The three different instructional environments were found to generate characteristically different patterns of classroom behavior over a four-month interval as measured by time-sampling procedures. The results generally supported the assumption that open-space, integrated classrooms facilitate greater social interaction on the part of EMR students. The frequency of task-relevant behavior was higher in the special education class compared to that found in the two open classrooms. All three groups of EMR children made comparable gains in academic achievement. (Author)

ED 078 626 EC 052 182
Joiner, Lee M.
Training and Utilizing Teaching Aides for Trainable Mentally Retarded Children. Evaluation Report.
Pub Date [73]
Note—30p.; Evaluation conducted for Orleans Parish School Board, New Orleans, La.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Methods, *Exceptional Child Education, Instructional Materials, Mentally Handicapped, *Program Evaluation, Questionnaires, *Teacher Aides, *Trainable Mentally Handicapped

Evaluated was a program utilizing aides to assist in the instruction of 40 trainable mentally retarded children in the areas of self help skills, arts and crafts, motor development, and language development. Evaluation was by an external observer for the purpose of providing program planning information. Approximately 70 questions were formulated to reflect major dimensions of the project (physical facilities, diagnosis, student performance, curriculum, materials, parents, performance of aide and teacher, and supervision) and to minimize value judgments. Examples of questions were whether adequate space was available for the program and whether a standard curriculum guide was used. Recommendations included the improvement of toilet facilities, the implementation of a behavior modification program, more systematic intake and diagnostic procedures, the use of standard curriculum guides, improved use of instructional materials, the forming of a parents' group, and monthly evaluation of aide performance. Appended is a listing of approximately 60 instructional materials with company addresses. (DB)

ED 078 627 EC 052 183
Kramer, Alice Poulsen
A Comparison of the Animistic Beliefs of Schizophrenic Children with Normal Children, As Revealed by a Test Based on Piaget's Research.
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescents, *Cognitive Development, Emotionally Disturbed, *Exceptional Child Research, Intelligence Quotient, Maturation, *Schizophrenia, Socioeconomic Influences
Identifiers—*Piaget (Jean)

The animistic beliefs of 40 schizophrenic children were compared with the beliefs of 40 normal children (age range for both groups from 11 to 15 years) in light of Jean Piaget's developmental stages of animistic thinking. Each S was tested individually on the Peabody Picture Vocabulary

Test and on whether each of 20 objects was animate. Schizophrenic Ss were not more animistic in their beliefs than normal Ss. The normal Ss did show a negative relationship between IQ and degree of animistic beliefs which the schizophrenic Ss did not show. Schizophrenic Ss were not consistent in their animistic or naturalistic thinking as were the majority of normal Ss. A significant negative correlation between age and animistic beliefs was found, and most of the children could not be classified into one of Piaget's four stages of animistic thinking. (DB)

ED 078 628 EC 052 184
Roberts, Jean Slaby, David
Prenatal-Postnatal Health Needs and Medical Care of Children, United States.
National Center for Health Statistics (DHEW), Rockville, Md.
Report No—DHEW-HSM-73-1607
Pub Date Apr 73
Note—49p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Series 11 No. 125 $.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Childhood, *Exceptional Child Research, Handicapped Children, *Incidence, *Infancy, Medical Treatment, *National Surveys, Prenatal Influences, *Public Health

The report of the Health Examination Survey program contained national estimates of infant health needs and the extent of prenatal and postnatal medical care received by 7,119 normal and handicapped children who were 6 to 11 years of age in 1963 through 1965. Children were chosen to be representative of American noninstitutionalized children with respect to age, sex, race, and region as well as other demographic and socioeconomic variables. Medical history data were obtained from a questionnaire completed by the parent. Principal findings included the following: more than 97% of mothers had some medical care during pregnancy; 3% of the children weighed less than 5 pounds at birth while 1% weighed more than 10 pounds; mothers of physically underdeveloped infants reported more medical problems during pregnancy; 8% (equally distributed between boys and girls) of the children had birth defects; 92% of the children were born in a hospital; 14% of the children had health problems during infancy of which 98% had the services of a physician; one third of the children were breast fed; and children in good health at the time of the survey were only slightly more likely to have been free of health problems during infancy. (DB)

ED 078 629 EC 052 185
Aronovici, John G., Ed.
We Serve the Exceptional Child: Schools, Classes, Programs and Services for Children with Special Physical and Educational Needs. Revised.
Los Angeles City Schools, Calif. Div. of Special Education.
Pub Date 72
Note—87p.; Revised Edition
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Education, Handicapped Children, *Program Descriptions, Public Schools, *School Districts, *School Services, Special Classes, Special Schools, State Standards
Identifiers—*California

The Los Angeles City Unified District's special education (SE) programs and services for exceptional children from 3 to 21 years of age are presented textually and graphically. The programs are described as resulting from a recently formulated master plan for future service delivery in as normal a school environment as possible. Information about the division's organization is provided through an organizational chart; a directory of elementary and secondary schools, classes and centers; a map of schools; and descriptions of the executive and advisory councils, and parents' organizations. Information about the California code, eligibility requirements, school placement, current programs offered, location of programs, and program objectives is given for the following handicapping conditions: the deaf and hard of hearing, orthopedically handicapped (who may be served at home through teleclass instruction), speech and hearing handicapped, mentally retarded, severely or multiply handicapped (served in development centers stressing intervention, family respite, and institutional placement prevention), and educationally handicapped (learning disabled and behaviorally disturbed). Among other services offered are occupational education, exceptional pupils' driver education, pupil services (counseling and attendance), federally funded programs (such as sequential physical education instruction), and special health programs and services (nurses and part time physicians in all SE schools). Included in appendixes are data on class size, SE division growth, professional personnel recruitment, and program inception by date. (MC)

ED 078 630 EC 052 186
Exceptional Children Conference Papers: Administration in Special Education.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—51p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administration, Administrative Organization, Behavior Change, *Communication Problems, Conference Reports, Educational Trends, *Exceptional Child Education, Handicapped Children, *Parent School Relationship, Program Evaluation, Public Schools, Special Education Teachers, *Trend Analysis

Four conference papers focus on aspects of administration in special education (SE) for handicapped children. Contrasted are formal with informal organizational structure, and examined are communication lines in a special education division to point out human divergence from formal bureaucratic to actual structure, and to show how a formal change in structuring is meaningless when the actual structure is not changed (decentralization is given as an example). Parents as potential changers of children's behaviors is the theme of a paper in which the author offers a model for parental involvement through a workshop in behavioral management. In another paper, two procedures, process and product evaluation, used in evaluating exceptional children's developmental education programs, are discussed in terms of a computerized information system, formulation of evaluation design, measurement, data collecting, data analysis, and report writing. The final paper reports future trends in special education, assessed through the Council for Exceptional Children's member survey to members, who predict such major SE changes as increased integration, decategorization, individualized instruction, teacher education reform, and new programs for severely handicapped children; also noted is the survey's indication of a transition period, furing which SE teachers and administrators will need to reassess their roles, and the field will need to concentrate on financing and leadership. (MC)

ED 078 631 EC 052 187
Exceptional Children Conference Papers: Early Childhood Education.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—85p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Students, Conference Reports, Creative Expression, *Early Childhood Education, Evaluation, *Exceptional Child Education, Handicapped Children, *Instructional Materials, Kindergarten, Language Instruction, Peer Acceptance, *Program Descriptions, Teacher Developed Materials, Teacher Role

Five conference papers consider a bilingual kindergarten program, language assessment and development, a nursery school program for retarded children, instructional materials for handicapped children, and a comparison study on social status for bilingual exceptional children, respectively. The bilingual kindergarten program is described as a total learning system with three major components comprised of staff development materials (teacher manuals or filmstrips), the instructional model (sensory, motor, and language skills training in 12 units), and parent involvement. Suggested for children's language assessments are standardized scales, informational observations, and reports from persons close to the child; and offered for remediation are teacher techniques for an ongoing program. Emphasized in a free nursery school program for mentally handicapped children, 3- to 7-years-old, are development of a positive self concept; and motor, self-help, language, sensory, and cognitive skills through art activities and creative movement. Approximately 23 teacher made instructional materials for training parents of preschool handicapped children are presented in a lesson format, which gives the name of toy, time to make material, skill to be developed, material needed, procedure, use, and a space for trial evaluations. Results of a study using sociometric techniques to compare 20 bilingual (French and English) Ss with 42 primarily English speaking Ss, 8- 15-years-old, in a special class in New Brunswick, indicate that the status among peers of the bilingual Ss did not differ significantly from the status of the English speaking Ss. (MC)

ED 078 632 EC 052 188
Exceptional Children Conference Papers: Education of the Educable Mentally Handicapped.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—157p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavior Change, Cognitive Development, Conference Reports, Context Clues, *Educable Mentally Handicapped, *Exceptional Child Education, Institutes (Training Programs), Mentally Handicapped, Money Management, Motor Development, *Program Descriptions, Reading Comprehension, *Teaching Methods, Training Techniques, Vocational Education, Word Recognition

Nine conference papers focus on education of educable mentally handicapped (EMH) children. A prototype evaluation of procedures for teaching reading comprehension involves assessment of 96 EMH or normal students' skills in identifying main and supporting ideas in connected discourse. Described is the Lincoln School's behavioral management system for EMH students, which stimulates the American capitalistic system through teacher development of a realistic environment, wherein students establish governing rules, and receive pay for good work and behavior. Reported are studies of contextual analysis and concept learning of normal and retarded children. Results of a token economy to develop money management skills in EMH students 12- to 17-years-old indicate higher competency levels in functional mathematics. Provided is a basis for assessing and programing retarded children's cognitive and motor development from infancy through 7 years of age. Described as adaptable for institutional or agency use is a model which evolved from a teacher's workshop in Pennsylvania in preparation for teaching previously excluded EMH children. Discussed is the Charles Carroll Occupational School's program for EMH boys, which offers prevocational and vocational education, and work study experience. Six of eight EMH girls are reported employable as maids after a 6 week training program, which included class and on-the-job training, slide presentations, and a pictorial manual. A prototype evaluation of procedures for teaching word meaning skills to EMH and normal pupils centers on 2 years' research on synonyms and homonyms. (MC)

ED 078 633 EC 052 189
Exceptional Children Conference Papers: Education of the Trainable Mentally Handicapped.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—112p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, Diagnostic Teaching, *Exceptional Child Education, Mentally Handicapped, Mental Retardation, Parent Attitudes, Parent Teacher Conferences, Prevocational Education, *Program Descriptions, Sign Language, Student Evaluation, *Surveys, Teacher Role, Therapy, *Trainable Mentally Handicapped

Three conference papers concern education of trainable mentally retarded (TMR) children. A presentation originally accompanied by slides describes a behavioral objectives curriculum (Meridian Program) for TMR students, 5 through 18 years of age, which includes a checklist of behavioral goals (to evaluate entering students, identify behaviors, monitor progress, and evaluate progress and programs), and an educational prescriptive retrieval system (for collecting data for evaluation and accountability); and also delineates articulation of the public school TMR program with the Office of Mental Retardation programs in Nebraska. Also described is Benhaven center, which serves neurologically impaired, moderately and profoundly retarded, and multihandicapped children, 6 to 21 years of age on an outpatient or residential basis; trains professional and paraprofessional personnel for other centers; provides services such as institutes and workshops; emphasizes sign language with nonverbal children; uses music and rope therapy; stresses continual evaluation and socialization; avoids drug therapy; and offers academic and prevocational education. Results reported from a survey of 63 parents of moderately and severely retarded children indicate that parents agree on practices and trends in educationally oriented teacher-parent encounters, that a child's program enrollment and age group are strong factors of parental opinion; that future studies should focus on program enrollment and age; and that professionals who have qualities that parents prize should be identified. (MC)

ED 078 634 EC 052 190
Exceptional Children Conference Papers: Behavioral and Emotional Problems.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—22p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, *Exceptional Child Education, Handicapped Children, Milieu Therapy, Operant Conditioning, *Special Schools, *Teacher Role, *Teaching Methods

Four conference papers center on educational strategies for use with emotionally disturbed epileptic, the multuply handicapped retarded, hospitalized, and learning disabled children and adolescents. Special education at the National Children's Rehabilitation Center for emotionally disturbed epileptics is said to stress optimum learning through means such as teacher observation of child behaviors, the formulation of hypotheses regarding the observed behaviors, and a variety of teaching strategies. A paper on techniques in behavior modification used with multiply handicapped retarded children gives practical do's and don'ts such as don't expect overnight results and do carefully select the target behavior. Examined are the roles of the teacher in an ungraded open classroom at a children's hospital, and questioned is the relevance of present teacher education. A program of activized milieu therapy for learning disabled or emotionally disturbed adolescents is explained to include active involvement with younger children and projects, discipline by one's peers, counseling, and the application of the case study technique to self understanding. (DB)

ED 078 635 EC 052 191
Exceptional Children Conference Papers: Gifted and Talented.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—19p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Culture Free Tests, *Educational Planning, *Exceptional Child Education, Federal Government, *Federal Legislation, *Gifted, *Government Role, National Surveys

Educators concerned with improving educational opportunities for the gifted need to consider ways to achieve their ends within the realities of the political system. Federal programs cannot be expected to provide ideas which will dramatically improve education for the gifted nor to provide large quantities of money. The federal government can serve as a catalyst to ideas through research and demonstration programs and support of leadership training. A federal survey on the gifted has shown the degree to which existing legislation is not serving gifted children. In contrast, gifted and other children in the Soviet Union are exposed to an extracurricular program of clubs using notable professionals as instructors. Though gifted students can be found in every racial group and social class, the search for a culture free intelligence test is not useful. Development of the art of scrounging can lead to innovative ways to obtain funding. Educational support services such as research and development and training activities are an unrecognized part of the educational delivery system. A bill for educational assistance to gifted and talented children has been introduced but must overcome political hurdles before it is passed and appropriations gained. Political allies need to be nurtured in organizations such as the National Education Association. (DB)

ED 078 636 EC 052 192
Exceptional Children Conference Papers: Learning and Language Disabilities.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—83p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Programs, Conference Reports, *Diagnostic Teaching, Evaluation Methods, *Exceptional Child Education, Institutes (Training Programs), *Language Handicapped, *Learning Disabilities, Prediction, *Prognostic Tests, Reading, Resource Centers, Speech Handicapped, Team Teaching

Nine conference reports focus on the prediction and remediation of learning and language disorders in children. Two papers report studies which found the Predictive Screening Test of Articulation to be a better predictor than a therapist in selecting first grade children for speech therapy. Described is an assessment procedure centering on the interaction between the child and his teacher and replacing disability labels with educational diagnosis and prescription. Also examined is the use of a developmental learning center to provide therapeutic service for children with learning problems. A differentiated staffing program utilizing contingency management techniques is recommended for the more efficient delivery of speech and hearing services. Considered is the use of computer simulation as a technique for training educational diagnosticians and clinical teachers working with learning disabled children. A prescriptive teaching program for learning disabled children is described which requires pupil information, appropriate learning processes and a prescribing teacher. Evaluated is a 2-week training program for teachers of children with severe language handicaps which stressed behavior modification techniques. Presented are reading instructional procedures for mentally retarded and learning disabled children based on research program activities. (DB)

ED 078 637 EC 052 193
Exceptional Children Conference Papers: Physically Handicapped.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—68p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Architectural Barriers, *Attitude Tests, Aurally Handicapped, *Communication (Thought Transfer), Conference Reports, Exceptional Child Education, Exceptional Child Research, *Manual Communication, Oral Communication, *Personal Care Homes, Physically Handicapped

Five conference reports on the physically handicapped consider architectural barrier, attitudes, the use of total communication methods, a new symbolic communication system, and long term care of cerebral palsied or multiply handicapped individuals, respectively. Reported is a survey of public and private buildings in the Sioux Falls, South Dakota area to determine whether architectural barriers are a problem for the handicapped there. Also reported is a study of the relationship between the Is of Identity test of social adjustment and the Attitude Toward Disabled Persons Scale which found significant sex differences in scores. Sketched is the process by which one school for the deaf changed from a predominantly oral instructional approach to the use of total communication (the use of both manual and oral methods) with students from preschool through secondary levels. The use of a symbolic communication system called Blissymbolics (an ideographic logical organization of visual symbols) with nonverbal physically handicapped children is discussed. A community program providing long term care for cerebral palsied and other severely handicapped children and adults is explained to have goals such as the provision of parental and family relief and the improvement of residual physical abilities. (DB)

ED 078 638 EC 052 194
Exceptional Children Conference Papers: Career Education.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—24p.; Papers presented at the Annual International CEC Convention (51st, Dallas, Texas, April 22-27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Education, Conference Reports, Educable Mentally Handicapped, *Exceptional Child Education, Handicapped Children, Job Placement, *Program Descriptions, *Program Development, *Vocational Education, *Work Study Programs

Two conference reports focus on career education programs for handicapped high school students. Described is a work study program for educable mentally retarded (EMR) senior high students with goals such as decreasing the incidence of school dropouts, improving basic work skills, teaching positive work attitudes, teaching money and time management skills, and improving self concepts. Components of the model program are reported to include a fulltime work study coordinator, prevocational and occupational orientation, inservice training for teachers, selective job placement and supervision, and career training via educational and community agencies. The second paper offers guidelines for the design of programs in career development for secondary handicapped children. Said to be required for program development are adequate funds, facilities, community support, instruction, and evaluation procedures. A suggested high school work study curriculum is outlined which correlates work experience with the meeting of academic and vocational objectives. Listed are approximately 120 jobs held by special students in one school system. Job titles and descriptions are given for 37 jobs. (DB)

EM

ED 078 639 EM 011 033
Barron, Jerome A.
Freedom of the Press For Whom? The Right of Access to Mass Media.
Pub Date 73
Note—368p.
Available from—Indiana University Press, Bloomington, Indiana 47401 ($8.95)
Document Not Available from EDRS.
Descriptors—*Broadcast Industry, Civil Liberties, *Democracy, *Federal Laws, *Freedom of Speech, Guides, *Mass Media, News Media

Freedom of the press has always meant freedom from government control and censorship, but now the communications industry itself is the major censor, with control of access to the media resting in a very few hands. The new effort throughout the country to open up the media by applying citizen group pressure, by bringing court action, and by prodding federal agencies is chronicled. A critical analysis of how the media presently function is provided, along with a guide to the means by which public access to the media can be obtained. (Author/RH)

ED 078 640 EM 011 069
Conroy, David E.
The Effects of Age and Sex Upon a Comparison Between Achievement Gains in Programmed Instruction and Conventional Instruction in Remedial Algebra I at Northern Virginia Community College.
Pub Date 71
Note—169p.; Ed.D. Dissertation, American University
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, Algebra, College Students, *Community Colleges, *Comparative Analysis, *Conventional Instruction, Doctoral Theses, Mathematics, *Programed Instruction, *Remedial Mathematics, Teaching Methods
An investigation of student achievement gains in remedial Algebra I studied the relationship between achievement and the following variables: instructional technique (programed vs. conventional), student age, sex, and previous level of ability. An analysis of the equality of means of paired samples, made by a t-test, revealed that the variable of student age was significant, since older students experienced greater achievement gains. The variable of sex was not found to be related to significant differences in achievement and analysis indicated that when pre-test scores, age and sex were held constant, no significant difference in achievement resulted from the use of programed instruction versus conventional instructional techniques. These findings suggest that an in-depth study of the relationship between age and achievement be made in order to understand better its importance, and that research be undertaken to determine whether some combination of programed and conventional instructional techniques might maximize student achievement. (PB)

ED 078 641 EM 011 106
Brown, James W. And Others
AV Instruction: Technology, Media, and Methods. Fourth Edition.
Pub Date 73
Note—624p.
Available from—McGraw-Hill Book Company, College and University Division, 1221 Avenue of the Americas, New York, N.Y. 10020 ($12.95)
Document Not Available from EDRS.
Descriptors—Audio Equipment, *Audiovisual Aids, Community Resources, Display Panels, Films, Graphic Arts, Instructional Materials, *Instructional Media, *Learning Activities, Models, Multimedia Instruction, Photography, Realia, Simulation, Television, *Textbooks, Transparencies
Part of a multi-media package, this textbook focuses on educational media in relation to the activity of learning--upon the use of ready-made resources and of other materials produced by teachers and students who learn through the production process. The first two chapters offer essential information concerning media themselves and their role in systematically designed instruction. Subsequent chapters discuss theoretical and practical considerations involved in selecting, using, producing, and evaluating educational media such as displays, graphics, transparencies, still pictures, films, audio materials, television, photography, models and demonstrations, multimedia packages, community resources, and games and simulations. With each type, educational objectives are identified. Future trends and current uses of educational media in innovative programs are discussed in the final chapter. Reference sections are included to provide information about operating audiovisual equipment, to provide suggestions for ways to improve physical facilities for learning, and to list sources of equipment, supplies, publications, and various types of teaching materials referred to in the text. (Author/SH)

ED 078 642 EM 011 121
Nyquist, Ewald B., Ed. Hawes, Gene R., Ed.
Open Education. A Sourcebook for Parents and Teachers.
Pub Date 72
Note—399p.
Available from—Bantam Books, Inc., 666 Fifth Avenue, New York, N.Y. 10019 ($1.95)
Document Not Available from EDRS.
Descriptors—*Alternative Schools, *Discovery Learning, Elementary Grades, *Experimental Schools, Individualized Programs, Intermediate Grades, *Open Education, *Progressive Education
Open education, or informal schooling, is a growing educational trend in the United States. This sourcebook is made up of chapters by many different authors describing open education, how it functions, actual experiences with open education so far, and the basic philosophy and scientific findings behind open education. (RH)

ED 078 643 EM 011 150
Pula, Fred John Goff, Robert J.
Technology in Education: Challenge and Change.
Pub Date 72
Note—262p.
Available from—Charles A. Jones Publishing Company, 4 Village Green S.E., Worthington, Ohio 43085 ($7.50)
Document Not Available from EDRS.
Descriptors—Behavioral Sciences, Computer Assisted Instruction, *Educational Innovation, *Educational Technology, Foundations of Education, Instructional Aids, *Instructional Materials, Instructional Materials Centers, *Instructional Media, *Instructional Technology, Learning Theories, Systems Analysis, Systems Approach, Technology
Twenty-one papers in instructional technology inform the reader on the psychological, philosophical, sociological, and educational ramifications of technology in the classroom. The articles are grouped under three major headings: Foundations of Education and Educational Technology, Tools of Instruction and Educational Technology, and Organization for Educational Technology. They treat such factors as learning and communication theories, the systems approach to education, and the sociological impact of media and provide a rationale for the utilization of media materials selected in the light of the needs of individual learners. (PB)

ED 078 644 EM 011 151
Dank, Joseph R.
A Further Evaluation of Bridge Roles: Regional and National Organizations for Dissemination of Computer-Oriented Curriculum Materials for Higher Education.
Pub Date 1 Mar 73
Note—25p.; Paper presented at the American Educational Research Association National Meeting (New Orleans, Louisiana, March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Computer Programs, *Higher Education, Information Dissemination, Instructional Materials, *Interinstitutional Cooperation, Libraries, Library Networks, *Regional Libraries, State of the Art Reviews
Identifiers—*North Carolina Educational Computing Service
Several things must be done before a critical mass of computer-based materials can form a library. Existing materials must be upgraded, and made accessible, flexible and customized for individual users. Their mobility must be increased by reconciling inter-system differences and by providing necessary skills, resources and reward structures. Essential to this is the involvement of a large body of "bridge personnel"--individuals with expertise in both subject matters and technical affairs who are capable of supplying the necessary systems maintenance. A staff of bridge personnel is usually too expensive for any single institution, leading to the conclusion that regionally shared networks, backed by state financing, is the best way to develop computer libraries. The North Carolina Educational Computing Service, funded by the state legislature and with 12 bridge personnel, offers services to 44 institutions of higher education and provides a good illustration of a successful regional operation. [Reproduced from best available copy.] (PB)

ED 078 645 EM 011 167
Violence on Television: Programme Content and Viewer Perception.
British Broadcasting Corp., London (England).
Pub Date 72
Note—220p.
Available from—Pendragon House, Inc., 220 University Avenue, Palo Alto, California 94301 ($6.00)
Document Not Available from EDRS.
Descriptors—*Audiences, Commercial Television, Content Analysis, Observation, *Perception, *Programing (Broadcast), Public Television, Research Projects, *Television, Television Surveys, Television Viewing, *Violence
Identifiers—*British Broadcasting Company
Research conducted by the British Broadcasting Company on the incidence of violence on television and its impact upon society revealed that an objective analysis of program content by trained observers showed a considerable measure of violence, amounting to an average of a violent sequence every half hour. It also showed, however, that most viewers did not regard the average program as violent because the aggressive behaviors which they contained were seen as unrealistic or unfamiliar. Results of studies of the functions served for viewers by programs with violent sequences supported the following hypotheses: 1) that most violence has little significance; 2) that those for whom violence is significant are the fearful, the anxious, and the older viewers; 3) that realism is a major element in making violent episodes significant; and 4) that when violence is a salient feature it does have recognizable functions for viewers. (PB)

ED 078 646 EM 011 175
Kaplow, Roy And Others
Computer Assistance for Writing Interactive Programs: TICS.
Massachusetts Inst. of Tech., Cambridge. Dept. of Metallurgy and Materials Science.
Spons Agency—National Science Foundation, Washington, D.C. Office of Computing Activities.
Pub Date Apr 73
Note—14p.
Journal Cit—ACM SIGCUE Bulletin, Computer Uses in Education; April 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Authors, *Computer Assisted Instruction, *Computer Programs, Computers, Computer Science, Instructional Media, *Instructional Programs, Interaction, *On Line Systems, Program Descriptions, Program Development, *Programing, Programs
Identifiers—*Teacher Interactive Computer System, TICS
Investigators developed an on-line, interactive programing system--the Teacher-Interactive Computer System (TICS)--to provide assistance to those who were not programers, but nevertheless wished to write interactive instructional programs. TICS had two components: an author system and a delivery system. Underlying assumptions were that instructional programs required complex logical structures and could not be written in one linear sequence, that they must be modifiable, that authors should be able to use on- and off-line modes, that programs required communication with and some control by students, and that programs should allow different modes of interaction. TIC's structural framework consisted of interconnected nodes, each containing a linear sequence of actions. A dynamic data base was maintained and the author language served as the interface between the author and the system's routines: for creating, mapping, testing, and modifying programs, for viewing their structures, and for developing auxiliary information stores. Automatic maintenance features included space allocation for the growing data base, the assignment of identifiers for new items, and the notation of errors. (PB)

ED 078 647 EM 011 177
Blount, Sumner E.
A Generative CAI Monitor For Teaching Machine-Language Programming.
Connecticut Univ., Storrs. Dept. of Electrical Engineering.
Spons Agency—Connecticut Research Commission, Hartford.; National Center for Educational Research and Development (D-HEW/OE), Washington, D.C.
Pub Date May 72
Grant—OEG-0-72-0895
Note—132p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computer Assisted Instruction, *Computers, Feedback, Individualized Instruction, Problem Solving, Program Descriptions, *Programing, *Programing Languages
Identifiers—IBM 360, *Machine Language Teaching, MALT, SEDCOM, Simulated Educational Computer

An effective generative computer-assisted instructional system designed to teach basic machine language computer programing is now available. The system--known as Machine Language Teacher (MALT)--is implemented on an IBM 360 with numerous 2741 remote terminals giving student access. It teaches the machine language of the Simulated Educational Computer (SEDCOM), a hypothetical 377 (octal) word computer. SEDCOM is a small but powerful enough to provide an excellent introduction to machine language programing. The system, which is truly generative in that it creates and solves problems tailored to individual student needs, consists of four major components: a problem generator, a control unit, concept routines, and a SEDCOM simulator. Operationally, it proceeds by first acquiring student records and determining the amount of instruction needed. It then generates a sample programing problem and helps the student design a solution by dealing with sub-tasks. Concept routine guide the student through each sub-task and feedback continuously monitors progress. (PB)

ED 078 648 EM 011 178

Koffman, Elliot B.

Generative Computer Assisted Instruction: An Application of Artificial Intelligence to CAI.

Connecticut Univ., Storrs. Dept. of Electrical Engineering.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; National Science Foundation, Washington, D.C. Office of Computing Activities.

Pub Date 72

Grant—OEG-0-72-0895

Note—8p.; USA-Japan Computer Conference, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Algorithms, *Artificial Intelligence, *Computer Assisted Instruction, *Computers, Problem Solving, Programed Texts, State of the Art Reviews

Identifiers—Generative Computer Assisted Instruction, Natural Language Communication

Frame-oriented computer-assisted instruction (CAI) systems dominate the field, but these mechanized programed texts utilize the computational power of the computer to a minimal degree and are difficult to modify. Newer, generative CAI systems which are supplied with a knowledge of subject matter can generate their own problems and solutions, can provide extensive drill and tutoring, and can diagnose learner problems and prescribe remedial feedback. These systems reduce the amount of instructor effort required to teach new material and encourage students to assume the initiative in studying new topics. Information-Structure Oriented (ISO) systems have capabilities for natural language communication and are useful in the humanities and social sciences. Quantitative systems rely on algorithms and are oriented toward providing students with practice in problem-solving. While the existing generative systems are still experimental it is expected that their use will become more widespread as research continues and as CAI facilities become more available and economical. (PB)

ED 078 649 EM 011 179

Meyer, Thomas C.

Communications In Postgraduate Medical Education.

Alabama Univ., Birmingham, Medical Center.

Pub Date Apr 70

Note—6p.

Journal Cit—The Alabama Journal of Medical Science; v7 n2 p212-16 April 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Communications, *Dial Access Information Systems, Films, Health Occupations Education, Health Personnel, *Instructional Films, *Medical Education, Physicians, *Professional Continuing Education, Radio, State of the Art Reviews, *Telephone Instruction

Identifiers—University of Wisconsin, *UW Department of Postgraduate Education, Wisconsin

A consequence of the knowledge explosion in the medical sciences is that health care professionals are pressed for time to keep up with developments in their fields. To deal with this problem, the Department of Postgraduate Education of the University of Wisconsin has experimented with three methods of making current pertinent and authoritative information readily available to health care personnel. A dial-access telephone library contains several hundred tapes with information which is relevant to emergencies, to new discoveries, or which is hard to find elsewhere. Single concept medical films are offered to hospitals throughout the state, for viewing by staff. Finally, telephone/radio conferences bring lectures and discussions to participating hospitals. All three methods have been widely utilized by professionals in Wisconsin. (PB)

ED 078 650 EM 011 182

Meyer, Thomas C.

Report on the Continuing Education of Health Professionals and Graduate Medical Education in Venezuela.

Pub Date 20 Apr 70

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Dial Access Information Systems, Educational Radio, *Health Personnel, Inservice Courses, Institution Libraries, Instructional Films, *Medical Education, *National Surveys, Physicians, *Professional Continuing Education, Tape Recordings

Identifiers—*Venezuela

An analysis of health care in Venezuela indicates that if the health of the Venezuelan population is to be maintained and improved then there must be undertaken a major effort to develop continuing educational programs for physicians. Venezuelan undergraduate medical education is largely didactic, with little exposure to patient care; specialization is not rigorously monitored, and continuing education is sporadic and voluntary. It is recommended that an advisory committee appoint an administrative staff to: 1) oversee the construction of comprehensive residency programs; and 2) develop a continuing education program for physicians. This latter program would consist of the following: a dial access library, a cassette tape exchange, visiting professorships, inservice courses, radio conferences, films, upgrading of hospital libraries, tape/slide programs, consultation, and therapeutic criteria reviews. These continuing education efforts should be learner oriented, brief, and pertinent. Continuing education for allied health care personnel should parallel that for physicians. (PB)

ED 078 651 EM 011 188

Instructional Television Survey. KLRN TV. Channel 9. 1972-1973.

Southwest Texas Educational Television Council, Austin.

Pub Date 73

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annual Reports, Educational Television, Elementary Schools, *Instructional Television, Secondary Schools, Surveys, *Television, *Television Surveys, Use Studies

Identifiers—Austin, *KLRN TV, San Antonio, Texas

The annual instructional television (ITV) survey of KLRN-TV, Channel 9 in San Antonio-Austin, Texas, reports on the usage of ITV services in 46 school districts. Information is presented on the number of teachers in these schools, the subjects they teach, the number who use ITV, and the reasons for non-usage of ITV. The frequency of usage for each of 35 programs is detailed, both for the 1972-73 school year and for the previous two years. Additional data relating to ITV usage and to the ratio of television sets to teachers shows that the utilization of ITV is greater where the ratio is higher and that teachers would take greater advantage of ITV services if they had a sufficient number of sets for their students. (PB)

ED 078 652 EM 011 189

Prodanou, Anna

A Report on the Evaluation of OECA's Simulation Game "Operation Moonvigil" Number 13.

Ontario Educational Communications Authority, Toronto. Research and Development Branch.

Pub Date Feb 72

Note—28p.; See Also EM 011 190

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Games, *Evaluation, Games, Grade 5, Grade 6, Grade 8, Grade 9, *Group Dynamics, Interaction, Program Descriptions, *Role Models, *Simulation, Student Attitudes, Teacher Attitudes

Identifiers—Canada, Ontario, *Operation Moonvigil

In April 1971 the Ontario Educational Communications Authority evaluated its simulation game "Operation Moonvigil", an action and reflection process for students in grades five through nine, designed to allow them to discover how and why institutions come into being and interact with individuals. Questionnaires were distributed, student reports of the game were collected, and observers watched classroom activities. The majority of the teachers felt "Operation Moonvigil" was successful, that they would use it again, and that they would recommend it to other teachers. Nearly 80% of the students favored it. Pre-game teacher workshops, accessory materials, and teacher involvement activities were seen as useful. Knowledge gained from the evaluation was felt to be helpful to the future modification of gaming experiences, particularly in the area of aiding teachers and students to adapt to the new modes of teacher-student interaction which gaming requires. (PB)

ED 078 653 EM 011 191

Fulton, W. R.

Evaluative Checklist: An Instrument For Self-Evaluating An Educational Media Program In Colleges And Universities.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date Sep 70

Note—15p.; Originally prepared for U. S. Office of Education, Bureau of Research

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock Number 071-02322, $1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Audiovisual Programs, *Check Lists, Colleges, Equipment Evaluation, *Evaluation, Evaluation Criteria, Higher Education, *Instructional Media, *Program Evaluation, Self Evaluation, Universities

This checklist provides sets of criteria according to which judgments about each of the six major elements of an institution's educational media programs can be made. These elements are: 1) commitment on the part of the administrative and instructional staff to the use of media; 2) the inclusion of media services as an integral component of curriculum and instruction; 3) the adequacy of the media center's functioning; 4) the availability of suitable physical facilities to house media operations; 5) the presence of adequate financing; and 6) the allocation of sufficient staff to the media program. These specific judgments, once made in quantifiable fashion, can be built into a global evaluation of the institution's overall media program. (PB)

ED 078 654 EM 011 192

Fulton, W. R. King, Kenneth L.

Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date Sep 70

Note—16p.; Originally prepared for U. S. Office of Education, Bureau of Research

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock Number 071-02324, $1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Audiovisual Programs, *Check Lists, Elementary Schools, *Equipment Evaluation, *Evaluation, Evaluation Criteria, *Instructional Media, *Program Evaluation, Secondary Schools, Self Evaluation

This checklist is designed to assist school system personnel in evaluating the media programs of their schools. Criteria are listed, against which each of the central components of the media program can be measured. These components are: 1) commitment on the part of staff members to media use; 2) the inclusion of media services as an integral part of curriculum and instruction; 3) the adequacy of the media center's functioning; 4) the suitability of the physical facilities housing media program; 5) the availability of adequate financing; and 6) the allocation of sufficient staff to the media program. A composite picture of the media program can be drawn by combining these separate evaluations. (PB)

ED 078 655 EM 011 196
Index to 35mm Educational Filmstrips. Fourth Edition. Volume I. Alphabetical Guide.
University of Southern California, Los Angeles. National Information Center for Educational Media.
Pub Date 73
Note—958p.; See Also Volume II, EM 011 197
Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, Ca. 90007 ($58.50 with Vol. II)
Document Not Available from EDRS.
Descriptors—*Directories, Education, *Filmstrips, *Indexes (Locaters), *Instructional Films
Retrieved from the computerized data base at the National Information Center for Educational Media (NICEM), this index to 35mm educational filmstrips is intended to provide a bibliographical guide to commercially available educational filmstrips. In this first volume of the index, filmstrips are listed in alphabetical order by title as it appears on the filmstrip. For each entry, information is included about its size and physical description, a brief content description, series title reference when applicable, audience level, producer and distributor, year of release, and Library of Congress catalog card number (EM 011 197 is a related document) (SH)

ED 078 656 EM 011 197
Index to 35mm Educational Filmstrips. Fourth Edition. Volume II. Subject Heading Outline, Index to Subject Headings, Subject Guide, Producer/Distributor Code Section.
University of Southern California, Los Angeles. National Information Center for Educational Media.
Pub Date 73
Note—286p.; See also Volume I, EM 011 196
Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, Ca. 90007 ($58.50 with Vol. I)
Document Not Available from EDRS.
Descriptors—*Directories, Education, *Filmstrips, *Indexes (Locaters), *Instructional Films, Subject Index Terms
Comprising the second volume of the index to 35mm educational filmstrips, this subject guide and directory of producers-distributors lists filmstrips appearing in the alphabetical index (Volume I). The subject guide lists filmstrips by categories and subcategories, and a subject headings outline and index to subject headings made the categories more accessible. The names of producers and distributors referenced in the subject guide and alphabetical listing are expanded in two sections; one listing them by code and the other by name. (EM 011 196 is a related document.) (SH)

ED 078 657 EM 011 199
Index to 8mm Motion Cartridges. Third Edition.
University of Southern California, Los Angeles. National Information Center for Educational Media.
Pub Date 73
Note—689p.
Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, Ca. 90007 ($34.50)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Directories, *Films, *Instructional Films, *Magnetic Tape Cassettes
Identifiers—Eight (8)mm Films
Research at the National Information Center for Educational Media has shown that the 8mm motion cartridge with optical and magnetic sound seems to meet the basic tenets of a prime educational criterion for an educational medium--that it be available to the learner at his convenience. This is a bibliographical source for 8mm motion cartridges, and the curriculum coverage in this index ranges from the vocational to the natural and physical sciences. Information about each of the over 18,000 entries includes title, size and physical description, length, description of the contents, series title reference when applicable, audience level, producer and distributor code, year of release, and Library of Congress catalog card number. Entries are organized into a subject guide and an alphabetical guide by title, and a director of producers and distributors is also included. (SH)

ED 078 658 EM 011 200
Index to Educational Videotapes. Second Edition.
University of Southern California, Los Angeles. National Information Center for Educational Media.
Pub Date 73
Note—259p.
Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, Ca. 90007 ($16.50)
Document Not Available from EDRS.
Descriptors—*Directories, Education, *Educational Television, *Indexes (Locaters), Televised Instruction, Television, Video Tape Recordings
Compiled from a computerized data base of over 9,000 entries at the National Information Center for Educational Media (NICEM), this index is a bibliographical guide to commercially produced educational videotapes. A first section, a subject guide to videotapes, presents entries by subject categories used in media producer's and educational institution's catalogs. The alphabetical guide to videotapes contains the individual and series titles and includes data on size and physical description, description of the contents, series title when applicable, audience level, producer and distributor code, year of release, Library of Congress catalog card number, and broadcast quality. The directory of producers and distributors interprets the code. (SH)

ED 078 659 EM 011 201
Index to Producers and Distributors (Non-Book Media). Second Edition.
University of Southern California, Los Angeles. National Information Center for Educational Media.
Pub Date 73
Note—134p.
Available from—National Center for Educational Media, University of Southern California, University Park, Los Angeles, California 90007 ($18.50)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, *Directories, Film Production, *Instructional Technology, *Marketing, Merchandise Information, *Publishing Industry
Intended to provide the user with alphabetical access to over 9,000 non-book educational media producer-distributor names and addresses, this volume was compiled from the computerized data base of the National Information Center for Educational Media. First, an alphabetical guide to producers and distributors by name is presented containing the complete name, codes indicating whether they are producer or distributor, codes for media produced or distributed, and address. A second section contains complete listings of codes followed by the name of the company or institution. (SH)

ED 078 660 EM 011 203
Caro, Paul W., Jr.
Flight Evaluation Procedures and Quality Control of Training. Technical Report 68-3.
George Washington Univ., Alexandria, Va. Human Resources Research Office.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-68-3
Pub Date Mar 68
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aircraft Pilots, *Evaluation, *Evaluation Techniques, *Flight Training, Grading, Military Air Facilities, Military Training, Program Effectiveness, *Quality Control, Technical Reports, Trainers, *Training
Identifiers—*United States Army Aviation School
Research at the United States Army Aviation School, Fort Rucker, Alabama, sought to improve the school-wide training quality control system. Investigators studied: 1) the relation between the grades a student received from instructors and those he received from a checkpilot; 2) the effect of checkpilots' prior information about students' progress upon the grades they assigned; 3) interrater differences in grading practices; and 4) the usefulness of checkpilot comments on grade slips. Performance records from student classes of 1961 and 1962, when grading changes were introduced, were examined. Analysis showed substantial correlations between instructor and checkpilot evaluations when checkpilots were drawn from the instructor pool, but not when they came from outside sources. The individual standards of the rater influenced final evaluations, and optimum procedures were not used in the collection of student performance data. These findings suggested that the flight grading system needed standardization, that an organizational separation of training and assessment functions was desirable, and that the data input for quality control should be made more objective, detailed, and routinized. (PB)

ED 078 661 EM 011 204
Caro, Paul W., Jr. And Others
The Captive Helicopter as a Training Device: Experimental Evaluation of a Concept. Technical Report 68-9.
George Washington Univ., Alexandria, Va. Human Resources Research Office.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-68-9
Pub Date Jun 68
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aircraft Pilots, Educational Programs, *Equipment Evaluation, *Flight Training, Military Air Facilities, Military Training, Program Effectiveness, *Simulators, Technical Reports, Trainers, *Training
Identifiers—Helicopters, *United States Army
As part of the Army's effort to use synthetic devices to improve training, researchers evaluated a captive helicopter attached to a ground effects machine. Experimental groups received varying amounts of pre-flight practice tasks designed to develop flight skills, while control groups received no device training. Student flight performance during the 85 hour primary helicopter training program provided criterion measures. Significant results included that: 1) the attrition from flight training for the experimental groups was lower; 2) experimental groups required less time to qualify for solo flight; 3) experimental groups received higher grades from flight instructors; 4) individual performance on the device correlated positively with subsequent flight training performance; and 5) the flight experience of the device instructor did not affect student flight performance. It was concluded that the device lowered student failures, improved their performance, and served as a predictor of student flight proficiency levels. (PB)

ED 078 662 EM 011 205
Caro, Paul W., Jr.
Equipment-Device Task Commonality Analysis and Transfer of Training. Technical Report 70-7.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-70-7
Pub Date Jun 70
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aircraft Pilots, *Comparative Analysis, Educational Programs, Equipment Evaluation, *Flight Training, Military Air Facilities, Military Training, *Simulators, *Task Analysis, Technical Reports, Trainers, Training, *Transfer of Training
Identifiers—*Task Commonality Analysis, United States Army
Army researchers developed a system of procedures designed to enable training personnel to assess the utility of an existing flight training device for new training purposes. Such adaptations became a salient feature of military training due to the continuous modification of operational equipment. Using a candidate device for rotary wing training, they produced a system of procedures, called the Task Commonality Analysis (TCA), which allowed training personnel to: 1) identify task elements associated with criterion performance in the operational and training equipment; 2) compare the two sets of tasks; 3) estimate the extent to which task commonality is required for transferable training; and 4) specify the synthetic training program most likely to result in maximum positive transfer of training from device to operational equipment. Information derived from the TCA was used to predict transfer of training. Results indicated that the TCA provided an effective basis for assessing the potential value of a training device; they also

showed the particular training device employed in this study to be of little use. (Author/PB)

ED 078 663 EM 011 206
Walkmeyer, John
Planning Alternative Organizational Frameworks For a Large Scale Educational Telecommunications System Served by Fixed/Broadcast Satellites. Memorandum Number 73/3.
Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No—M-73-3
Pub Date Jun 73
Note—120p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Broadcast Television, Cable Television, *Communication Satellites, *Computers, Educational Equipment, Educational Technology, Fixed Service Television, Information Dissemination, Information Storage, *Networks, *Organization, Programing, State of the Art Reviews, *Telecommunication
Considerations relating to the design of organizational structures for development and control of large scale educational telecommunications systems using satellites are explored. The first part of the document deals with four issues of system-wide concern. The first is user accessibility to the system, including proximity to entry points, ability to pay, permission to use facilities, and control over use. Next, integration and control of the system's components by private or public agencies are considered. Third, the matter of equipment control is covered. Fourth, the question of what developmental initiatives are needed in order to move from concept to action is dealt with. Four issues relating to specific system components are included in the second part of the report. These are the sources of software programing, software storage, the means of its transmission, and the matter of local and regional distribution. Also treated are the social consequences of educational networking. (Author/PB)

ED 078 664 EM 011 208
Anderson, Ake
The Computer in Schools-A Summary.
National Swedish Board of Education, Stockholm.
Pub Date 73
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Calculation, *Computer Assisted Instruction, Computer Oriented Programs, *Computers, Cost Effectiveness, Documentation, Educational Research, *National Surveys, *Pilot Projects, Program Descriptions, Simulation, *State of the Art Reviews
Identifiers—National Board of Education Sweden, *Sweden, United States
The Swedish National Board of Education sent a study group to the United States to collect information concerning trends on the educational uses of computers and, drawing upon what was learned on the trip to America, to determine the future role of computers in Swedish education. Visits were made to approximately 20 American institutions such as universities, research institutes, and government bureaus which have substantial computer oriented programs underway. Information was gathered about the computer: 1) as a calculator; 2) related to administrative tasks; 3) applied to instruction; 4) used for simulations; and 5) utilized for research and documentation. The resulting Swedish pilot study aimed to identify problem areas, clarify the uses of the computer, and develop a cost estimate for introducing computers into Swedish education. (PB)

ED 078 665 EM 011 209
TUTOR User's Memo. Introduction to TUTOR.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.; National Science Foundation, Washington, D.C.
Pub Date Mar 73
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Computer Programs, Computers, *Manuals, Programing, *Programing Languages
This manual provides newcomers to the PLATO computer-assisted instructional system with an introduction to TUTOR, the system's language. It explains the basic commands and specific operating instructions and presents a set of seven simple exercises, the performance of which serves as an introduction to PLATO for the user. Four appendixes are also included: A) Summary of TUTOR Commands; B) How to Predict the Operation of a TUTOR Unit; C) Aids for Authors; and D) Using the TUTOR Editor. (PB)

ED 078 666 EM 011 210
Dennis, John Richard
Teaching Selected Geometry Topics Via a Computer System.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
Report No—CERL-R-X-3a
Pub Date Jun 69
Contract—OEC-6-10-184
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Computer Graphics, *Curriculum Development, Doctoral Theses, Geometric Concepts, *Geometry, Junior High School Students, *Mathematics Instruction, Secondary School Mathematics, Visual Measures
Identifiers—*PLATO Computer Assisted Instruction System
A developmental curriculum project is summarized which investigates the feasibility of using the PLATO computer assisted instruction (CAI) system to assist in the presentation of material in a geometry course which requires pictorial responses by the student. Geometrical concepts such as congruence, symmetry, perpendicularity, parallel, triangle, rectangle, etc., are discussed prior to consideration of the features needed for computer control of the student's tracing experiences. Methods are described by which students can draw patterns at their terminals; the computer's judging pattern and teaching logic are also outlined. Evaluations of student acceptance of the program and of the degree to which the program achieves its goals with inexperienced students indicate that the CAI system can assume routine functions involving pictorial student responses. The major advantages are that the CAI system keeps accurate student records, permits frequent program revisions, and allows the instructor to give individual attention to members of large groups without unduly delaying the progress of any single student. (PB)

ED 078 667 EM 011 211
Voth, Brian
A Multi-User Shared Hardware Audio Response System.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—Army Electronics Command, Fort Monmouth, N.J.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
Report No—CERL-R-X-8
Pub Date Jul 69
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audio Equipment, *Computers, *Design, *Equipment, Program Descriptions
Identifiers—Flexible Surface Disc, *Shared Hardware Audio Response System, SHARS
A flexible surface disc device serves as the basis for the design of a computer operated multi-user shared hardware audio response system. The device employs a slow moving flexible, air supported surface in contact with a large number of heads. Relatively instantaneous distribution of audio from any portion of the disc to the users in accomplished through pulse amplitude and digital techniques. Analog recording and fixed heads in contact with the flexible surface allow for a reasonable recording capacity and general design economy. A simple scheme for switching heads electronically permits recording messages longer than one turn of the disc. In the report, a description of a system currently under development is presented by means of a brief account of its components and its operation during recording and playback. Some of the salient aspects of the design of the overall system and the new disc component are also included. (Author)

ED 078 668 EM 011 212
Levine, Paula Naomi
Design, Study and Simulation of Space-Divided Output Buffer for PLATO.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
Report No—CERL-R-X-9
Pub Date Aug 69
Note—53p.; M.S. Thesis, University of Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communications, *Computer Assisted Instruction, Computers, Computer Science, *Computer Storage Devices, Costs, Data, Data Processing, *Design, Information Networks, Information Processing, Information Storage, *Input Output, Input Output Analysis, *Input Output Devices, Masters Theses, Simulation, Telecommunication
Identifiers—PLATO IV Computer Assisted Instruction System, *Space Divided Output Buffer
This thesis describes the requirements for a buffer storage device, with respect to other system components and its own limitations, which is designed to aid in the economic transmission of processed data from a central computer to distant terminals. Proceeding from the fact that tariff rates on wide band educational television channels are attractive, but that the data format must be compatible with television images and must flow at a rate of 1200 bits per second (BPS), it deals with the major problem of converting sporadic bursts of computer output data into a serial rate of 1200 BPS through the utilization of a buffer storage device. An analytic study of input and output properties, a discussion of feasible assumptions, and descriptions of various models are presented, leading to suggestions for a suitable design of a buffer storage mechanism for the PLATO IV system. Actual data are employed in the determination of design alternatives. A brief outline of the PLATO system as it is currently conceived is also included. (Author/PB)

ED 078 669 EM 011 213
Anderson, Richard C. And Others
Feedback Procedures in Programed Instruction.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
Report No—CERL-R-X-11
Pub Date Feb 70
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, Computer Assisted Instruction, Educational Research, *Feedback, *Learning, *Learning Processes, Learning Theories, *Programed Instruction, *Reinforcement
Identifiers—*PLATO IV Computer Assisted Instruction System
Two experiments investigated the impact of immediate knowledge of a correct response (KCR) upon learning in programed instruction. The 356 subjects completed a programed lesson on myocardial infarction taught by means of the PLATO IV computer assisted instructional system. Subjects who received KCR after responding learned significantly more than those who received no KCR or who could peek at the correct answer before responding. Neither a correction procedure, two versions of a time out procedure, nor a forced return procedure improved upon the procedure of KCR after responses. KCR after wrong answers only was slightly better than KCR after right answers only. Reviews of frames relating to incorrect answers failed to improve performance on either an immediate or a delayed criterion test. (Author/PB)

ED 078 670 EM 011 214
Stifle, Jack
The PLATO IV Student Terminal. Revised Edition.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—Joint Services Electronics Program, Fort Monmouth, N.J.; National Science Foundation, Washington, D.C.; Office of the Chief of Naval Personnel, Washington, D.C.
Report No—CERL-R-X-15
Pub Date Jan 73
Note—30p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Computer Graphics, *Computer Science, *Display Systems, *Input Output Devices, Program Descriptions, Telecommunication, *Telephone Communication System
Identifiers—*PLATO IV Computer Assisted Instruction System
This report describes a graphics terminal designed as a remote computer input-out terminal for unsophisticated users. The first chapter focuses upon the terminal's plasma display panel, its self-contained character and line generators, and its ability to communicate over low grade telephone lines. Chapter 2 concentrates upon operating modes, discussing word format, control word, mose word, control characteristics and error control. The final chapter deals with terminal generated data, including data sources and output word format. (Author/PB)

ED 078 671 EM 011 215
Andre, Thomas
Is the New Item Priority Effect an Experimental Artifact?
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
Report No—CERL-R-X-16
Pub Date Jun 70
Note—36p.; M.A. Thesis, University of Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Processes, *Educational Research, Learning, *Learning Processes, Masters Theses, *Memory, *Recall (Psychological), Thought Processes
Identifiers—*New Item Priority Effect
This research was directed at determining whether the new item priority (NIP) effect in free recall was a result of an experimental artifact produced by the joint action of the serial position effect and the randomization of items over trials, or a consequence of a strategy of recalling newer items before older ones. In the experiment, subjects free recalled lists with either no randomization, total randomization, or randomization within the primacy, recency, or middle portions of the list. The NIP effect occurred with equal strength across all conditions, and increased over trials. Contrary to previous data, an interpolated delay between study and test did not destroy the NIP effect. It was concluded that the artifact hypothesis was untenable and that a strategy hypothesis best explained the data. (Author/PB)

ED 078 672 EM 011 216
Avner, R. A.
Objective Criteria for Evaluation of Grading Scales.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
Report No—CERL-R-X-18
Pub Date Aug 70
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Rating, Classification, *Evaluation, *Evaluation Criteria, *Grading, Measurement, Measurement Goals, *Norms, Pass Fail Grading, Predictive Measurement, Statistical Analysis
This report compares maximum linear prediction, maximum total correct classifications for a group, and maximum probability of correct classification for an individual as objective criteria for univariate grading scales. Since the goals of valid prediction and valid classification lead to conflicting criteria, it is possible that a compromise measure consisting of a standardized score with a variable pass-fail point may provide the best measure available. (Author/PB)

ED 078 673 EM 011 217
Lyman, Elisabeth R.
An On-Line Document Retrieval Strategy Using the PLATO System.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—Joint Services Electronics Program, Fort Monmouth, N.J.; National Science Foundation, Washington, D.C.
Report No—CERL-R-X-21
Pub Date May 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computers, *Information Retrieval, *Information Systems, *Man Machine Systems, *On Line Systems, Program Descriptions
Identifiers—Coding Theory, *PLATO Computer Assisted Instruction System
A user-oriented computer-based information retrieval system which would not require a computer specialist as an interface between computer and user was developed. The PLATO system was chosen because it was a high-speed computer-based man-machine interaction system with convenient visual display, keyset input device, versatile programing capability, time-shared on-line editing capability, and a logical program structure of interconnecting units. Coding Theory was selected as the subject area in which the example was carried out. The retrieval program developed allowed searchers to make queries and receive answers at the terminal, using a simple "dialogue" logic program. Highly structured query paths leading to the data base were built, although the ultimate system goal will be to have natural language capability. The model retrieval system was successful because it provided rapid responses, fostered simple user-computer interactions, permitted expansion of user questions, allowed algorithmic functions to be employed, and stored a history of interrogatory events for use in the subsequent modification of the retrieval strategy. (PB)

ED 078 674 EM 011 221
Tucker, Paul Thomas
A Large Scale Computer Terminal Output Controller.
Illinois Univ., Urbana. Computer-Based Education Lab.
Report No—CERL-R-X-27
Pub Date Jun 71
Note—23p.; M.S. Thesis, University of Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cable Television, Computer Assisted Instruction, *Computers, Costs, *Design, Educational Television, Information Networks, Information Systems, *Input Output, *Input Output Devices, Masters Theses, Technical Reports, *Telecommunication
Identifiers—Control Data 6400 Computer, Output Controller, PLATO IV Computer Assisted Instruction System
This paper describes the design and implementation of a large scale computer terminal output controller which supervises the transfer of information from a Control Data 6400 Computer to a PLATO IV data network. It discusses the cost considerations leading to the selection of educational television channels rather than telephone lines for communication and shows that this requires an output controller as an interface between the computer and the cable television network. Details are supplied on the hardware and its operation, and design considerations are related. It is reported that the controller is debugged and is operational, and that the digital transmission system has also been tested. (PB)

ED 078 675 EM 011 222
Umpleby, Stuart
Structuring Information for a Computer-Based Communications Medium.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
Report No—CERL-R-X-28
Pub Date Jul 71
Note—42p.; Paper presented at the Fall Joint Computer Conference of the American Federation of Information Processing Societies (Las Vegas, Nevada, November 15, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communications, *Computers, Decision Making, Futures (of Society), Information Networks, *Information Science, *Information Systems, *Literary Genres, Mass Media, Media Technology, Planning, Public Policy, State of the Art Reviews, Technology, Telecommunication
Identifiers—*Delphi Technique, PLATO Computer Assisted Instruction System, University of Illinois
Since previous communications technologies have led to the development of new literary genres, it is reasonable to assume that computer-based communications media will also adopt a unique way of structuring information. The forerunner of this new literary form may well be the Delphi Technique which has been developed as a forecasting methodology. The information units in this form consist of short descriptive statements accompanied by background information and a probability measure; they are flexible, openended, and user-controlled. Data from early versions of an "exploration of the future" on the PLATO system at the University of Illinois show that they have potentially significant implications, particularly in areas such as public debate and political and social decision-making. (Author/PB)

ED 078 676 EM 011 223
Grossel, Roger Louis
A Computer-Based Education Approach to Electrical Network Theory: Lesson Development, Use and Evaluation.
Illinois Univ., Urbana. Computer-Based Education Lab.
Report No—CERL-R-X-29
Pub Date Jul 71
Note—81p.; Ph.D. Thesis, University of Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, College Students, *Computer Assisted Instruction, Computer Programs, Course Evaluation, Doctoral Theses, *Engineering Education, Higher Education, *Instructional Design, Programing, *Teaching Methods
Identifiers—Electrical Network Theory, Kirchoffs Laws, *PLATO III Computer Assisted Instruction System, TUTOR Language
This study investigated the use of the PLATO III computer assisted instruction (CAI) system to assist in the teaching of an electrical network theory course. It sought to: 1) identify the topics and teaching strategies most amenable to CAI system; 2) develop computer programs needed to teach those topics; 3) use, evaluate and service the programs; and 4) evaluate the overall effectiveness of this research. Using the TUTOR language, the researcher developed a network drawing utility routine, wrote a lesson on Kirchhoff's laws, and developed a DC analysis version of the on-line network analyzer. Two one-semester sections of the course were taught with students having 20% of their instructional time on the CAI system. Results which showed that student attendance and achievement were high and their attitudes positive led to the conclusions that network theory can be taught by CAI systems and that TUTOR is appropriate language. Further implications were that future research should study additional instruction instructional modes and investigate the utility of interstation communication, pre-recorded feedback, and the information structure oriented approach. (PB)

ED 078 677 EM 011 224
Neal, J. P. Meller, D. V.
Computer-Guided Experimentation-A New System for Laboratory Instruction.
Illinois Univ., Urbana. Computer-Based Education Lab.
Report No—CERL-R-X-30
Pub Date Jul 71
Note—25p.; Paper presented at Symposium on Applications of Computers to Electrical Engineering Education (Lafayette, Indiana, April 27, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Computer Assisted Instruction, *Computer Based Laboratories, Computers, *Engineering Education, Experiments, Higher Education, Instructional Aids, *Laboratory Equipment, *Laboratory Procedures, Program Descriptions, Program Evaluation, Time Sharing
Identifiers—*PLATO Computer Assisted Instructional System, University of Illinois
This paper reports the development, operation, and initial performance evaluations of an electrical engineering laboratory station equipped for computer-guided experimentation (CGE). A practical evaluation of the actual instructional value of two programed lessons utilizing this new system for laboratory instruction and experimentation is also included. The prototype laboratory station fitted for CGE automatically feeds back information reporting a student's laboratory activities (namely, his settings of instrument dials and the interconnections he makes between the terminals of his experimentation equipment) to a time-shared computer assisted instructional (CAI) system, so that the student is guided automatically through a lesson in any manner prepro-

gramed by an instructor. The expansion of these facilities is contemplated when additional CAI stations become available as a result of future expansions of the PLATO CAI system and the University of Illinois. (Author/PB)

ED 078 678 EM 011 225
Riskin, John
Written Composition and the Computer.
Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—CERL-R-X-31
Pub Date Sep 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Composition (Literary), *Composition Skills (Literary), *Computer Assisted Instruction, Concept Formation, Phonetic Analysis, Program Descriptions, Programed Instruction, Spelling, Writing, *Writing Exercises, *Writing Skills
Identifiers—Conceptual Comparator, Phonetic Spelling Judger

Programed instruction is little employed as a medium for teaching people to write effectively. Since composition involves the production of original sentences and current computer facilities are not yet sufficiently powerful to deal with this phenomenon, it is not feasible to have a complete computer-assisted instruction (CAI) writing course. Nevertheless, it is possible to give instruction in many of the basic skills and concepts which precede the final act of writing. To accomplish this, the CAI system must possess two semantic capabilities--those of conceptual comparison and phonetic spelling judgment. Given these, it is possible to construct a hierarchy of composition concepts, of which the following list is an example: audience, purpose, strategy, thesis, research, organization, introduction, transition, conclusion, paragraphs, and sentences. Assuming that the student possesses an entering repertory of skills relevant to each concept, it is possible to develop CAI activities or lessons which will develop those particular skills and thus contribute to his overall ability to write. (Author/PB)

ED 078 679 EM 011 234
Williams, Frederick And Others
Carrascolendas: National Evaluation of a Spanish/English Educational Television Series. Final Report.
Texas Univ., Austin. Center for Communication Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 73
Grant—OEG-0-9-530094-4239(280)
Note—416p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Attitudes, *Bilingual Education, *Bilingual Students, Educational Research, *Educational Television, Elementary School Mathematics, Elementary School Science, English (Second Language), Grade 1, Grade 2, History, Kindergarten, Language Fluency, Language Skills, Phoneme Grapheme Correspondence, *Program Evaluation, Spanish, Spanish Americans, Spanish Culture, *Spanish Speaking, Television
Identifiers—*Carrascolendas, Public Broadcasting Service

A field experiment, attitude surveys, and a process evaluation were conducted in order to evaluate the third year of Carrascolendas, a kindergarten--second grade bilingual series carried nationwide on the Public Broadcasting Service. Test scores showed that material presented in Spanish had a significant impact on learning in history and culture. First graders showed marked improvement in English and Spanish language skills. Several content areas were affected: history, culture, English and Spanish language skills, and math. Second graders benefited least, showing significant gains only in the Spanish content area of history and culture and in English fluency. There was little impact upon the Spanish content areas of science, phoneme/grapheme relations, and language mixing. Attitudes of teachers, parents, and children toward the series were positive, and a growth of pride in Mexican culture and increased use of the Spanish language were noted. The process evaluation found improvement in the management of the project, although insufficient dissemination of information about the series to potential viewers was regarded as a salient shortcoming. (PB)

ED 078 680 EM 011 236
Liebert, Robert M. And Others
The Early Window: Effects of Television on Children and Youth.
Pub Date 5 Sep 73
Note—193p.
Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($9.50, paperback $6.50)
Document Not Available from EDRS.
Descriptors—*Aggression, Business Responsibility, *Children, Commercial Television, Programing (Broadcast), *Social Behavior, Social Development, Socialization, *State of the Art Reviews, *Television, Television Research, Violence

The purpose of this book is to provide an account of theory and research which now bears on television and children's attitudes, development, and behavior, and to explore the political and social questions which surround these issues. The various chapters discuss the history of television, television's production and content today, the problem and issues concerning television and aggression, laboratory and field studies of television and aggression, television's potential for prosocial effects, the commercial interests, government and industry control of television content, and the past and future of television programing for children. Appended are a list of papers and reports related to the Surgeon General's inquiry into television and social behavior. (SH)

ED 078 681 EM 011 237
Koffman, Elliot B. And Others
An Intelligent CAI Monitor and Generative Tutor. Interim Report.
Connecticut Univ., Storrs. Dept. of Electrical Engineering.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—P-020193
Pub Date May 73
Note—67p.; See Also EM 011 176 and EM 011 177
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algebra, Branching, College Students, *Computer Assisted Instruction, Computers, *Design, Engineering Education, High School Students, Individual Instruction, Laboratory Procedures, *Problem Solving, Program Descriptions, Programed Tutoring, Programing, *Tutorial Programs, Tutoring
Identifiers—CAILD, COMSEQ, Generative Tutor, MALT

Design techniques for generative computer-assisted-instructional (CAI) systems are described in this report. These are systems capable of generating problems for students and of deriving and monitoring solutions; problem difficulty, instructional pace, and depth of monitoring are all individually tailored and parts of the solution algorithms can be used to analyze incorrect student responses and to direct remediation. A generative CAI system which teaches logic design and machine-language programing is discussed. This system covers material for an introductory electrical engineering course and is intended to supplement regular instruction by providing practice in problem solving. Also described is a companion system for teaching laboratory principles in which students learn to construct combinational or sequential logic circuits using standard integrated circuits. The student's logic circuit is automatically interfaced to the computer for testing and the computer aids in debugging the circuit. Work in progress on the design of a tutor for high school algebra is also related. Finally, a formal mathematical approach to problem generation and solution is presented. (Author)

ED 078 682 EM 011 238
Winick, Charles And Others
Children's Television Commercials; A Content Analysis.
Pub Date Jul 73
Note—156p.
Available from—Praeger Publishers, 111 Fourth Avenue, New York, N. Y. 10003 ($13.50)
Document Not Available from EDRS.
Descriptors—*Children, Commercial Television, Communication (Thought Transfer), *Content Analysis, *Programing (Broadcast), *Television Commercials, *Television Research

The purpose of the study described in this book was to determine the content parameter of television commercials addressed to children. A total of 236 commercials were collected from advertising agencies representing cereals, candy, drinks, foods for meals, restaurants, cookies, miscellaneous, cakes, ice cream, vitamins, and crunchy snacks. Each commercial was coded according to the degree to which each of 145 previously formulated dimensions of content was present. In addition, a separate study was conducted of commercials in the content analysis that were broadcast over the three networks between 7:00 a.m. and 2:00 p.m. on five consecutive weekends. The study's results are listed, discussed, and interpreted according to dimensions such as length, product information, health and nutrition, sales persuasion techniques, sales pitch delivery, casts, setting and story elements, authority figures and heroes, production techniques, language, and age. (SH)

ED 078 683 EM 011 239
Mathany, Allan R. Buck, James E.
Instructional System Reproduction and Distribution Costs.
United States International Univ., Corvallis, Oreg.
Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D. C.
Pub Date 18 Jun 73
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, *Costs, Economic Factors, Estimated Costs, Feasibility Studies, *Information Dissemination, *Instructional Materials, *Instructional Systems, Marketing, *Reprography, Unit Costs
Identifiers—Xerox 2400 Copy Machine

A mechanism is provided whereby individuals who wish to make instructional systems--for example, manuals or papers--available to others may examine in advance the cost factors involved in such an effort. The analysis conducted outlines detailed procedures for scrutinizing total costs, both for reproduction and distribution. The total for the former is comprised of the sum of the costs of: Xeroxing, paper, other supplies, labor, and collating; that for the latter is a function of the costs of accounting, packaging, postage, and handling. Use of the method makes it possible to determine whether it is economically feasible to make available a particular item. (Author/BP)

ED 078 684 EM 011 241
Anderson, James A.
Operations and Costs; A Study of Educational Public Television Stations.
Ohio Univ., Athens. Broadcast Research Center.
Spons Agency—National Association of Educational Broadcasters, Washington, D. C. Educational Television Stations.
Pub Date Jan 73
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Broadcast Industry, Electronic Equipment, Equipment Utilization, *Operating Expenses, Operations Research, Program Budgeting, *Program Costs, Programing (Broadcast), *Public Television, Reports, Television Research, *Television Surveys

Good programing in public television requires adequate funding; adequate funding requires an understanding of the total public television station picture. This study provides information concerning projected operating characteristics and the resultant costs of these operations for public broadcasting stations. After a discussion of the procedures of the study, results are presented under sections which parallel the six control variables developed in the questionnaire used to collect data from broadcasters: operational time schedules for 1971, 1972, and projected for 1976; local program needs projected for 1976; local program costs; local broadcast costs; optimal funding mix; and personnel, operational, and cpaital equipment costs. Each set of data is analyzed over variables such as respondents, ownership, market size, and total operational budget. (SH)

ED 078 685 EM 011 242
Armsey, James W. Dahl, Norman C.
An Inquiry Into the Uses of Instructional Technology.
Ford Foundation, New York, N.Y.
Pub Date 73
Note—120p.

Available from—The Ford Foundation, 320 East 43rd Street, New York, N.Y. 10017
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Computer Assisted Instruction, Computers, *Education, Educational Radio, Educational Television, Films, Instructional Films, *Instructional Technology, Literature Reviews, Phonotape Recordings, Programed Instruction, Radio, *State of the Art Reviews, *Technology, Television
Identifiers—Britains Open University, *Ford Foundation, Israel, UK Ministry of Overseas Development, UNESCO, Unior of Soviet Socialist Republics, United Nations Development Program, United States Agency International Development, World Bank

An inquiry into the uses of instructional technology was originally undertaken by the Ford Foundation to provide the Foundation itself with guidance for its support of efforts to apply technology to learning. The report of the inquiry, initially prepared for internal use, was found to be of interest to a wider audience and hence was subsequently adapted for broader distribution. Its general purpose is to advance the state of the art of instructional technology by assisting the proponents of instructional technology to articulate their goals, to adhere to them throughout any project undertaken, and to measure their success in achieving them. The first chapter examines interpretations and definitions of instructional technology, while chapter two deals with the issues of defining purpose, securing teacher cooperation, attending to technological matters, and evaluating progress. The next section surveys the effectiveness of hardware and software and the fourth reports on some major applications. The final chapter sets forth the conditions which appear most likely to increase the probability of success in the use of technology. (Author/PB)

ED 078 686 EM 011 264
Valenzuela, Nicholas And Others
Media Habits and Attitudes of Mexican-Americans. Surveys in Austin and San Antonio. II. Prediction of Mexican-American Communication Habits and Attitudes.
Texas Univ., Austin. Center for Communication Research.
Spons Agency—Corporation for Public Broadcasting, Washington, D.C.
Pub Date Jun 73
Note—227p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Attitudes, Audiences, Demography, Information Sources, *Mass Media, *Mexican Americans, *Programing (Broadcast), Public Television, Spanish Speaking, *Television Research, *Television Surveys, Television Viewing, Viewing Time

A survey was undertaken to assess and identify communication patterns associated with Mexican-Americans in Austin and San Antonio, to determine the extent to which differences in communication habits and attitudes within the Mexican-American community vary in accordance with demographic variables (such as age, sex, socioeconomic status, language, and ethnicity), and to discuss the implications of the findings for the planning of public broadcasting for Mexican-Americans. The data which were analyzed for the study consisted of 1599 bilingual interviews gathered by telephone or in the field, and results suggest that the major differences in media habits and preferences were related to different socioeconomic status levels and the language used in the interview. Age, ethnic reference label, and sex were interrelated with socio-economic status and language. In an effort to make television more relevant and beneficial to Mexican-Americans, better methods of audience-to-producer feedback should be developed and media research should become an essential and permanent part of television production. (SH)

ED 078 687 EM 011 269
Somewhere Else; A Living-Learning Catalog.
Pub Date 73
Note—211p.
Available from—The Swallow Press, Inc., 1139 South Wabash Avenue, Chicago, Illinois 60605 ($6.00, paperback $3.00)
Document Not Available from EDRS.
Descriptors—*Alternative Schools, *Catalogs, *Discovery Learning, Educational Resources, *Independent Study, Individual Development, Learning Activities, *Learning Experience, Media Technology, Open Education, Outdoor Education, Religion, Self Actualization, Skill Development, Social Change, Womens Studies

Based on the premise that learning takes place everywhere, not just within the confines of a classroom or institution, this catalog lists places to learn that don't include credentials, that are ongoing programs open to all ages, colors and persuasions, and that are not easily found by persons searching for alternative learning places. It is organized into two parts: centers, which lists places, people or things to go to for instruction; and networks, which are people, places or things to go to for information about instruction. Under centers and networks, categories are listed which include alternative futures, crafts and skills, gay liberation, growth, media, new learning, outdoors, social and political change, relation, and women. Entries are cross-referenced and both geographical and alphabetical indexes are included. (SH)

ED 078 688 EM 011 272
Warthman, Forrest
Cable Television: Its Urban Context and Programming.
California Univ., Berkeley. Inst. of Urban and Regional Development.
Pub Date May 73
Note—54p.
Available from—Institute of Urban and Regional Development, University of California, Berkeley, California 94720 ($1.00, Calif. residents add 5% sales tax)
Document Not Available from EDRS.
Descriptors—Broadcast Industry, *Cable Television, Community Antennas, Feasibility Studies, Mass Media, *Media Technology, Programing (Broadcast), *Technological Advancement, Television, *Urban Areas, *Urban Environment

Cable television's future in urban settings is discussed in the context of alternative media capable of serving similar markets with similar programing. In addition to cable television, other transmission networks such as the telephone network, radio and television broadcasting, microwave networks, domestic satellites, and recording media are reviewed. Different forms, methods, and possibilities of programing are discussed, including broadcast television, local origination, access channels, home shopping, pay television, leased channels, and two-way programing. The conclusion is reached that the potential uses of cable television in urban contexts are great, and that great progress will probably be made despite false starts and setbacks. (RH)

ED 078 689 EM 011 273
Searle, Barbara And Others
Computer-Assisted Instruction Program: Tennessee State University. Technical Report Number 198.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—IMSSS-TR-198
Pub Date 14 Feb 73
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algebra, *College Instruction, *Computer Assisted Instruction, Computer Science Education, Educational Technology, English Instruction, *Instructional Media, *Instructional Programs, Logic, Secondary Grades, Teacher Education, *Technical Reports, Technological Advancement
Identifiers—Tennessee State University

The computer-assisted instruction program at Tennessee State University in cooperation with the Institute for Mathematical Studies in the Social Sciences at Stanford University during the spring and summer of 1972 is described in this report. Four courses in Basic English, Algebra, Computer Programing, and Symbolic Logic are described. Amount of usage and student attitudes towards the courses are also reported. (RH)

ED 078 690 EM 011 274
Anderson, James A.
Public Television Station Projected Operations and Costs.
Ohio Univ., Athens. Broadcast Research Center.
Spons Agency—National Association of Educational Broadcasters, Washington, D. C. Educational Television Stations.
Pub Date Mar 73
Note—50p.
Available from—National Association of Educational Broadcasters, 1346 Connecticut Avenue, N. W., Washington, D. C. 20036 ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Costs, Educational Television, *Estimated Costs, Personnel Needs, *Planning, Programing (Broadcast), *Public Television, Questionnaires, Television

To provide information concerning projected operating characteristics of public television stations, this report summarizes and presents the conclusions of a much larger report based on questionnaires sent to public television licencees. It deals with scheduling, program needs, production costs, broadcast costs, funding mix, and other costs. Present characteristics and projections into the near future lead to the conclusion that the diversity of purposes of public television stations leads to competition among the purposes and programs rather than integrated planned overall development. (Author/RH)

ED 078 691 EM 011 275
Katzman, Natan
One Week of Public Television, April 1972. Number Seven.
Corporation for Public Broadcasting, Washington, D.C.
Pub Date May 73
Note—96p.
Available from—Corporation for Public Broadcasting, Information Systems Office, 888 Sixteenth Street, N. W., Washington, D. C. 20006
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, Broadcast Industry, Children, Educational Television, *Instructional Television, News Media, *Programing (Broadcast), Public Affairs Education, *Public Television, Television Research, *Television Surveys

Seventh in a series of annual surveys, this interim report describes analyses of the programing schedules of public television broadcasters during one week in April, 1972. Results are reported for four different types of programing: instructional programing, Children's Television Workshop productions, news and public affairs programing, and general audience programing. Additionally, data were analyzed and are presented concerning various characteristics of the broadcasters such as amount of time broadcasting, type of program presented, source of distribution of programing, budget size of broadcaster, region of the country, type of license, and size of population served. Selected comparisons with previous surveys in this series are also presented. A summary of the results shows that the Public Broadcasting Service's programs and locally produced programs increased in usage, that there was an increase in instructional programing, and that the quality of programing also appeared to improve. Detailed tables and other information about the survey are appended. (SH)

ED 078 692 EM 011 276
Farquhar, John A.
Education and Library Services for Community Information Utilities.
Rand Corp., Santa Monica, Calif.
Report No—P-4897
Pub Date Sep 72
Note—24p.; Reprint from Planning Information Utilities, edited by Harold Sackmann and Barry Boehm, AFIPS Press
Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 ($2.00 California residents should add 5% sales tax)
Document Not Available from EDRS.
Descriptors—Adult Education, Community Service Programs, *Computers, Continuous Learning, Educational Change, *Educational Objectives, *Information Networks, *Information Retrieval, Information Services, Information Storage, *Information Systems, Social Change, Technological Advancement

The concept of "computer utility"–the provision of computing and information service by a utility in the form of a national network to which any person desiring information could gain access–has been gaining interest among the public and among the technical community. This report on planning community information utilities discusses the development and configuration of education and library services for community information utilities. First, speculations about how

such a utility might function in an American family are offered. The question of specification of the utility services is addressed through issues such as social values, the changing role of the educational process in an environment offering instantaneous information retrieval, and the purpose of education. The beneficial potential of the computer utility in education is considered, and the configuration of a feasible utility service and its content are sketched. Various effects of a functioning and pervasive information utility are forecast from institutional, social, and psychological viewpoints, and a prototypic implementation process of the education and library services is proposed. (SH)

ED 078 693 EM 011 278
Laird, Dugan
A-V Buyer's Guide. A User's Look At the Audio-Visual World.
National Audio-Visual Association, Fairfax, Va.
Pub Date 73
Note—40p.
Available from—National Audio-Visual Association, Inc., 3150 Spring Street, Fairfax, Virginia 22030 ($2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Audiovisual Aids, Audiovisual Centers, Audiovisual Instruction, Equipment Standards, *Guides, *Instructional Media, *Purchasing
To enable a potential user to select the proper medium for his message, buy the appropriate equipment, and take proper care of it, this guide provides an accumulation of questions, answers, and tips on getting the most out of audiovisual buying decisions. Common questions about audiovisual equipment are discussed, along with more detailed presentations on 16 types of audiovisual equipment. (Author/RH)

ED 078 694 EM 011 304
Resnick, Lauren B.
Open Education: Some Tasks for Technology.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—LRDC-1972/20
Pub Date 72
Note—28p.; Reprint of a journal article
Journal Cit—Educational Technology; v12 n1 p70-76 Dec 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Discovery Learning, *Educational Change, Educational Objectives, *Educational Technology, *Individualized Instruction, Motivation, *Open Education, Social Change, Student Centered Curriculum, Student Evaluation
Identifiers—Learner Controlled Instruction
While the open education movements and educational technology are often seen as mutually hostile, the challenge in education for the future is to find ways to develop the full range of each individual's capacities and of doing so while putting control of the learning process as much as possible in the learner's hands: for educational technology, the challenge is to apply technological discipline to the problem of developing such learner-controlled educational systems. The implications of learner control for six different aspects of educational systems are discussed in this paper--the choice and definition of educational objectives, the organization and sequencing of objectives, the problem of displaying educational alternatives to the learner, the provision of learner control within a given instructional episode, learner control of motivation, and evaluation of competence. (Author/SH)

ED 078 695 88 EM 011 324
Instructional Technology Subject Matter Descriptions: A Subset of the ERIC Thesaurus.
Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 71
Contract—OEC-1-7-070-873-4581
Note—14p.; Introduction by Michele Timbie
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Clearinghouses, *Indexing, *Thesauri
Identifiers—*Eric Clearinghouse on Media and Technology
A "mini-thesaurus" has been prepared by the ERIC Clearinghouse on Media and Technology. It is intended not only to provide a list of ERIC terms associated with instructional technology, but also to put those terms into an arrangement whereby an ERIC indexer or user who is not familiar with the area can find the right terminology for his retrieval problem. The terms are presented in three formats. They are categorized under the appropriate media or process--audio reproduction, computer technology, individualized instruction, etc.; they are listed alphabetically; and they are listed in a rotated form. An introductory statement clarifies the meaning of some of the "problem" terms in the thesaurus. Document formerly announced as ED 055 436. (JY)

ED 078 696 EM 011 364
Zinn, Karl L.
An Evaluative Review of Uses of Computers in Instruction, Project CLUE (Computer Learning Under Evaluation). Final Report.
Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0509
Pub Date Dec 70
Contract—OEC-5-9-320509-0032
Note—441p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Computers, Computer Science, Costs, Educational Research, Evaluation, Guidelines, Instructional Design, Instructional Materials, Literature Reviews, Programing, Programing Languages, State of the Art Reviews, Use Studies
Identifiers—Computer Learning Under Evaluation, Project CLUE
Project CLUE (Computer Learning Under Evaluation) was an extensive review of the state of the art of the instructional uses of computers. Students, laymen, administrators and teachers will find the first volume of the two volume final report directed to their needs. The introduction discusses the scope of computer uses considered and a timetable of project activities. Next offered is an overview of computer usage, including history, current aspects, and future trends, and guidelines for using the computer. Appendixes provide a guide to information sources, descriptions of representative projects, samples of instructional programs, a definition of the domain of Project CLUE, and a glossary. Volume II, directed toward computer scientists and researchers, contains six position statements on: operations and costs, computer-based learning materials, programing languages, evaluation of materials and strategy, research on instruction and learning, and documentation and distribution of materials. These statements are generated from literature and experts in the various fields. Bibliographies provide sources of statements and dissemination activities, list other projects contacted, suggest activities for professionals, and offer notes on computer system design for instructional uses. (Author/PB)

ED 078 697 EM 011 383
Prevel, James J.
A Technical, User and Cost Comparison Study of Microfiche Duplicate Film Material. Final Report.
Educational Information Services, Inc., Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.
Pub Date 6 Jun 73
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, *Cost Effectiveness, Costs, *Microfiche, Microreproduction, Reprography, *Technical Reports, *Use Studies
Identifiers—Diazo Film, Educational Resources Information Center, ERIC, Silver Halide Film, Vesicular Film
A technical, user and cost comparison study was undertaken to provide the Educational Resources Information Clearinghouse (ERIC) staff with data on silver halide, diazo, and vesicular type films for microfiche duplication. This information will allow ERIC to determine if diazo and/or vesicular films should be considered in producing ERIC duplicate microfiche. Technical considerations reviewed included film properties, such as resolution, density, contrast and definition, and production costs. User environment and archival film properties such as durability and permanence were studied and statistically valid user evaluation and technical tests run. In addition, relevant literature was reviewed and interviews with recognized authorities conducted. The conclusion was reached that both diazo and vesicular films should be considered for use in generating ERIC microfiche. There existed no serious reservations about image quality and user preference, and both types are attractive on a cost effective basis since a savings of approximately 27% results from their use. (Author/PB)

FL

ED 078 698 FL 003 415
Ramsey, C. A. Wright, E. N.
Language Backgrounds and Achievement in Toronto Schools.
Toronto Board of Education (Ontario). Research Dept.
Pub Date Feb 70
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Achievement Rating, *Cultural Background, Cultural Differences, Elementary Grades, *English (Second Language), *Ethnic Groups, Grade 5, Grade 7, Grade 9, Junior High Schools, Language Instruction, Learning Difficulties, Low Achievement Factors, *Performance Factors, *Second Language Learning
Identifiers—*Canada
This report identifies some of the relative advantages and disadvantages enjoyed by differing language groups in the Toronto school system. Eight groups of students were selected and studied in an attempt to determine whether cultural differences produce distinct patterns of performance on a variety of measures. The groups selected represent the Chinese, French, German, Greek, Italian, Polish, Portuguese, and Ukrainian cultures. The patterns of performance in grades 5, 7, and 9 indicate that areas of strength and weakness vary with grade as well as with cultural background. The findings suggest the extent and nature of the difficulties for students who must learn English as a second language. Several charts of statistical data are included. (RL)

ED 078 699 FL 003 718
Schiefelbein, Ernesto
La Communicacion entre los Centros de Investigacion en Educacion (Communication among Educational Research Centers).
Ministerio de Educacion Nacional, Bogota (Colombia). Centro Nacional de Documentacion e Informacion Pedagogica.; Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Pub Date Jan 72
Note—28p.; Paper presented at the Latin American Seminar for Directors of Educational Research Centers, Oaxtepec, Mexico, May 7-12, 1972
Journal Cit—Informacion Bibliografica Educativa; n4 p1-28 Apr-Jun 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, *Exchange Programs, Information Centers, *Information Dissemination, *Information Processing, Information Retrieval, *Information Services, Information Systems, International Education, International Programs, Research and Development Centers, Spanish Speaking
Identifiers—*Latin America
In Latin America there is a lack of communication concerning educational research. This lack has been underlined in many regional meetings, but no action has been taken. Possible steps that would lead to improvement include circulation of research summaries, both for completed and current works, efforts by research centers to organize meetings, closer ties among regional organizations, and the exchange of investigators and multinational studies. This article discusses the current information-exchange situation and offers suggestions for improving communication. (VM)

ED 078 700 FL 003 806
Program to Increase the Effectiveness of Foreign Language [Laboratory] Utilization by Employing Language Laboratory Aides; January 31, 1966-June 17, 1966. Program Evaluation.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 66
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Differentiated Staffs, Educational Experiments, Instructional Innovation, Instructional Program Divisions, *Language Instruction, Language Laboratories, *Language Laboratory Use, *Paraprofessional School Personnel, *Program Evaluation, Staff Utilization, Subprofessionals, *Teacher Aides
A program designed to increase the effectiveness of foreign language laboratory utilization by employing language laboratory aides in a city high school which has a large concentration of culturally disadvantaged pupils is described in this report. By providing laboratory aides, teachers have more opportunity to give individual attention to pupils who are in need of special help. The following aspects of the model Bay City Plan are examined: (1) specific objectives, (2) population served by the project, (3) description of project procedures, (4) project in operation, (5) evaluation procedures, (6) results of analysis of data, and (7) summary of findings. Appendixes contain various forms and evaluative statements made by administrative personnel involved in the program. For the report for the period September 6, 1966, through June 16, 1967, see ED 025 971. (RL)

ED 078 701 FL 003 810
Higa, Masanori
The Sociolinguistic Aspect of Japanese-Americans in Hawaii.
Pub Date 25 Nov 72
Note—6p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga., November 25, 1972. In "Proceedings of the 1972 SCOLT/ACTFL Joint Meeting"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acculturation, Biculturalism, Ethnic Groups, Immigrants, Japanese, *Japanese Americans, Language Development, Language Instruction, Language Planning, *Language Role, Minority Group Children, Minority Groups, Multilingualism, *Political Influences, *Social Influences, *Sociolinguistics
This paper discusses the historical conditions and socio-political factors affecting the development of Japanese language schools in Hawaii. It traces the development of these schools from the time they were established to prepare Japanese children for their eventual return to Japan through years of legal battles and disfavor to the present, when the schools enjoy full rights to teach Japanese but suffer from a lack of student enthusiasm and motivation because of American acculturation on the part of the third and fourth generation Japanese-American children. (VM)

ED 078 702 FL 003 941
Magyar Pedagogiai Informacio (Hungarian Pedagogical Information) 1972/4.
Orszagos Pedagogiai Konyvtar es Muzeum, Budapest (Hungary).
Pub Date 72
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Annotated Bibliographies, Behavioral Objectives, *Bibliographies, Cognitive Objectives, Educational Theories, *Finno Ugric Languages, *Hungarian, *Instructional Materials, Special Education, *Teaching Methods, Vocational Education
This bibliography of Hungarian pedagogical materials lists 385 entries with brief annotations. Topics include: (1) behavioral, educational, and political theory; (2) child rearing; (3) special education; (4) vocational education; (5) academic disciplines; (6) social and cultural interests; (7) adult education; and (8) cognitive and behavioral objectives. Title and author indexes are provided. [Reproduced from best available copy.] (RL)

ED 078 703 FL 003 942
Magyar Pedagogiai Informacio (Hungarian Pedagogical Materials) 1972/5.
Orszagos Pedagogiai Konyvtar es Muzeum, Budapest (Hungary).
Pub Date 72
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Behavioral Objectives, *Bibliographies, Cognitive Objectives, Educational Theories, *Finno Ugric Languages, *Hungarian, *Instructional Materials, Special Education, *Teaching Methods, Vocational Education
This bibliography of Hungarian pedagogical materials lists 353 entries with brief annotations. Topics include: (1) behavioral, educational, and political theory; (2) child rearing; (3) special education; (4) vocational education; (5) academic disciplines; (6) social and cultural interests; (7) adult education; and (8) cognitive and behavioral objectives. Title and author indexes are provided. [Reproduced from best available copy.] (RL)

ED 078 704 FL 003 977
Gonzalez, Castor
Content Analysis Schedule for Bilingual Education Programs: Proyecto PAL.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 4 Jan 72
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, *English, Kindergarten Children, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring
Identifiers—California, *Project BEST, Proyecto PAL, San Jose
This content analysis schedule for "Proyecto PAL" in San Jose, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers, including a summary of the pre- and inservice staff questionnaire. An assessment is made of the duration and extent of the bilingual component and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached is a summary of pre-test results of the Alum Rock Unified School District Title VII Bilingual Education Project. (SK)

ED 078 705 FL 003 978
Lopez-Ferrer, Edgardo And Others
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Center.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 71
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, English, High School Students, Junior High School Students, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, *Puerto Ricans, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring
Identifiers—Chicago Public Schools, *Project BEST
This content analysis schedule for the Bilingual Education Center of Chicago presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant language of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are various graphs and tables which supply additional data. (SK)

ED 078 706 FL 003 980
Figuerou, Ramon
Content Analysis Schedule for Bilingual Education Programs: Bilingual Project Forward-Adelante.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Aug 71
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, *English, Instructional Materials, Junior High School Students, Kindergarten Children, Learning Theories, Preschool Children, Program Costs, *Puerto Ricans, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring
Identifiers—Bilingual Project Forward Adelante, New York, *Project BEST, Rochester
This content analysis schedule for the Bilingual Project of Rochester, New York presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are several appendixes supplying additional information on material used in the program. (SK)

ED 078 707 FL 004 011
Urbanski, Henry
E.I.L. Polish Basic Audio-Lingual Course with Correlated Tapes.
Experiment in International Living, Putney, Vt.
Pub Date 1 Jun 68
Note—179p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiolingual Methods, Grammar, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Pattern Drills (Language), *Polish, Pronunciation, Slavic Languages, Textbooks, Translation, Vocabulary
This audiolingual course presents the basic and essential features of the grammatical structure of the Polish language. The vocabulary is carefully limited, and the grammar is restricted to the most essential forms. Normally the text can be completed in an intensive program of about 100 to 125 hours, the equivalent of one normal academic year. A correlated set of tapes which accompanies the text is available. Chapters include dialogue and translation, expressions, conversation practice, pronunciation drills, pattern practice, repetition drills, person-number substitution, guided conversation, translation exercises, and grammatical synopses. (RL)

ED 078 708 FL 004 102
Leon Soto, Eron de
Influencia India en el Folklor Mexicano (The Indian Influence on Mexican Folklore).
Pennsylvania State Modern Language Association.
Pub Date 72
Note—8p.; Paper delivered at the Fall Conference of the PSMLA, Cannon College, Erie, Pa., October 10, 1970
Journal Cit—Bulletin of the PSMLA; v51 n1 p3-10 Fall 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Culture, Cultural Background, *Cultural Education, Cultural Enrichment, Cultural Factors, Dance, Educational Improvement, Folk Culture, Folk Drama,

*Latin American Culture, Legends, Music, Mythology, Proverbs, Race Influences, *Second Language Learning, Sociology, *Spanish, Spanish Speaking
Identifiers—*Mexico
This paper discusses the influence of Indian culture on the creation of Mexican folklore to the end that the inclusion of such knowledge in classes where students are studying Spanish as a second language will make those classes less formal, more interesting, and more meaningful. The author provides many examples of Indian cultural traditions which have influenced the folklore of modern Mexico. The author recounts some of the legends and traditions of tribes in pre-colonial Mexico, describing social organization, beliefs, superstitions, ceremonies, dances, customs, and art. (VM)

ED 078 709 FL 004 144
Report on the Desirability of Adopting an International Instrument for the Protection of Translators.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 7 Aug 72
Note—16p.; General Conference, Seventeenth Session, Paris, France, August 7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Committees, Conferences, *Copyrights, Cultural Exchange, *International Law, *International Organizations, *Legal Problems, Professional Recognition, *Translation
This report contains the formal documents leading to the inclusion on the provisional agenda of UNESCO's 1972 General Conference of a discussion considering the desirability of adopting an instrument for the protection of translators. Included in the document is the "Preliminary Study of the Technical and Legal Aspects of Copyright Protection for Translators." This report raises such issues as the quantitative importance of translation, the importance of the role of translation, and the need for high standards. It also considers the legal status of translators, reviewing present national and international agreements and certain special problem areas which are left unresolved such as renumeration, evaluation procedures, several translations of the same work, and retranslation. Also included are the recommendations of the Committee of Experts on Translators' Rights which worked for UNESCO in 1968. (VM)

ED 078 710 FL 004 313
A Teacher's Notebook: Russian.
National Association of Independent Schools, Boston, Mass.
Pub Date Apr 73
Note—41p.
Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, *Instructional Program Divisions, *Language Instruction, Language Programs, Linguistics, *Russian, Secondary Schools, *Slavic Languages, Student Motivation, *Teaching Methods
Articles written by teachers of Russian for their peers in similar classroom environments are intended to aid in the development of curricular innovation. The articles, all based on practical and direct experience, include: (1) "Direct Methods for Teaching Russian," (2) "The Eclectic Approach to Teaching Russian," (3) "So-Called Linguistic Methods," (4) "ALM (Audio-Lingual Method) Materials," (5) "Teaching a Foreign Language in the U.S.S.R.," (6) "Some Reflections on Teaching Russian at the Secondary School Level," (6) "Concrete Suggestions for an Effective Russian Program," (8) "Russian Chatterboxes at Browne & Nichols," (9) "Of All Languages, Why Choose Russian?," and (10) "-Materials Sources and Media Centers." (RL)

ED 078 711 FL 004 314
A Teacher's Notebook: Spanish.
National Association of Independent Schools, Boston, Mass.
Pub Date Feb 73
Note—46p.
Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Curriculum Development, *Instructional Aids, *Instructional Materials, Instructional Program Divisions, Language Learning Levels, Language Programs, Language Tests, *Modern Languages, *Spanish, *Teaching Guides, Testing
This pamphlet is designed to provide general guidelines for beginning teachers who are interested in establishing a Spanish program. Contents include suggested outlines and materials for basic and advanced courses. Sections on testing, teaching aids, and library materials for teachers of Spanish are included. (RL)

ED 078 712 FL 004 315
A Teacher's Notebook: German.
National Association of Independent Schools, Boston, Mass.
Pub Date Mar 73
Note—65p.
Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiovisual Aids, *German, Instructional Materials, *Instructional Program Divisions, *Language Instruction, Language Tests, *Modern Languages, Secondary Schools, Second Language Learning, Student Motivation, *Teaching Guides, Textbooks
This guide for teachers of German at independent schools is a result of a collective effort of a number of experienced German teachers during the year 1973. It is directed mainly toward the new teacher as a quick source of reference for all aspects of instruction of German at the secondary level. Contents include: (1) "Why Study German?," (2) particular issues involved in the teaching of German, (3) realia and audio-visual aids, (4) standardized tests, (5) textbooks and publishers, (6) basic library for teachers of German, (7) professional organizations, journals, and conferences, (8) testing, (9) curriculum at the basic, intermediate, and advanced levels, (10) the challenge of keeping in touch with the living language, and (11) ideas for the new teacher. (RL)

ED 078 713 FL 004 374
Ehrlich, Alan, Comp.
Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs. An Annotated B.E.A.R.U. Bibliography.
City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date May 73
Note—23p.; Revised version
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Bibliographies, *Bilingual Education, English, French, German, *Nonverbal Tests, *Spanish, Testing, Test Reviews, *Tests, Test Selection
This annotated bibliography contains a list of tests in Spanish and other languages and nonverbal tests for children in bilingual programs. Included are an alphabetical list of tests showing language and grade range, and further sources of information on assessment for bilingual programs. Attached to the bibliography is an announcement pertaining to an analytical bibliography of language tests prepared by Jean-Guy Savard of Laval University in Quebec, Canada. For the earlier edition of this bibliography, see ED 074 852. (SK)

ED 078 714 FL 004 384
Elerick, Charles
An Instructional Model for Teaching "University" English to Mexican-American Bilinguals.
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, *English, English (Second Language), Grammar, *Language Instruction, Linguistics, *Mexican Americans, Minority Groups, *Spanish, Teaching Methods, Teaching Techniques
The data and observations offered here represent a model for the organization of relevant facts of Spanish and English for use in teaching English composition to bilingual Mexican-Americans. This approach, amplified to include material from many facets of the grammars of Spanish and English, can provide the basis for teaching English to bilinguals in a way that respects bilingualism as an asset and as an accomplishment, while helping the student draw the lines that distinguish his two languages. (Author/SK)

ED 078 715 FL 004 400
Kari, James Spolsky, Bernard
Trends in the Study of Athapaskan Language Maintenance and Bilingualism. Navajo Reading Study Progress Report No. 21.
New Mexico Univ., Albuquerque. Navajo Reading Study.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Ford Foundation, New York, N.Y.
Pub Date Apr 73
Note—48p.; Expanded version of a paper presented at the Workshop on Research Problems in Southwest Areal Linguistics II, Albuquerque, New Mexico, April 26-28, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Languages, *Bilingual Education, *Bilingualism, Language Enrichment, Language Instruction, *Language Research, Linguistics, Minority Groups, Native Speakers, *Navaho, Second Languages, Sociolinguistics
Identifiers—*Athapaskan
This report discusses trends in the study of Athapaskan, concentrating on language maintenance and bilingualism. It presents both the potential richness and the actual poverty of studies of sociolinguistic aspects of the Athapaskan languages. Noted are two trends--(1) There is a greater interest among linguists in the studies of language in use: studies of context, of diversity, and of the sociological aspects of language which are no longer considered uninteresting; and (2) There is evidence of an increasing sense of responsibility toward the speakers of American Indian languages. The report anticipates rapid advances in the study of Athapaskan language maintenance and bilingualism. (SK)

ED 078 716 FL 004 431
Caso, Adolph
Implicazioni del Nuovo Bilinguismo (Implications of New Bilingualism).
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, *Bilingual Schools, Bilingual Students, Cultural Awareness, Cultural Background, *Ethnic Groups, *Italian, *Italian Americans, Minority Groups, Non English Speaking, Second Language Learning, Second Languages
Identifiers—Massachusetts, *Waltham
This article discusses the implications of the present trend towards bilingual education in the United States. Special attention is paid to the Commonwealth of Massachusetts, which has established bilingual programs in all of its public schools. Included among the possible effects of the new law are the following points of interest: (1) Students will receive instruction in their mother tongue for all required subjects; during the same period they will receive instruction in English as a second language; (2) Students born in the United States may also enroll in bilingual programs if English is not the language spoken at home; (3) Students who speak little or no English will be automatically enrolled in the bilingual program; (4) Students should undergo a comprehensive examination in English each year; (5) Bilingual students should be placed in grades according to their age; and (6) Bilingual programs should be conducted--space permitting--in a regular, district school building. (SK)

ED 078 717 FL 004 432
Materiales en Marcha para el Esfuerzo Bilingue--Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), March/April 1973.
San Diego City Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Apr 73
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, *English, Instructional Materials, Mexican Americans, Minority Groups, *Newsletters, Poetry, *Portuguese, *Spanish
This newsletter is designed to promote the needs and aims of bilingual-bicultural education. This issue contains articles on: (1) Multi-ethnic Cooperation in Bilingual Education, (2) A Primary-Level Poetry Volume, (3) "Mi Escuela" for

Your School, (4) An "Enciclopedia" That Is Also a "Tesoro," (5) Sample Lesson for "Abecedario Disney", (6) Bird of Destiny Symbolizes BCTV, (7) The National Association for Bilingual Education Organizes, and (8) The Association of Mexican American Educators Conference. Included is a list of suggested U.S. distributors of educational materials in Spanish and Portuguese. The text is in Spanish and English. (SK)

ED 078 718 FL 004 537
Sang, Juergen
The Role of German in Japan.
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Community Attitudes, Culture, *German, *Japanese, Language Instruction, Philosophy, *Second Language Learning, Student Attitudes
Identifiers—*Japan
This historical overview of German studies in Japan, dating from the birth of modern Japan in the 1870's to the present time, includes commentary on the nature and scope of existing language programs. The importance of German idealism--reflected in the philosophy of Kant, Hegel, Schopenhauer, Nietzsche, and Marx--on Japanese culture is noted. Concluding remarks underscore Japan's eagerness to learn German as well as other languages of international trade. (RL)

ED 078 719 FL 004 570
Bilingual ERIC Reprints.
New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 73
Note—38p.; Dissemination List L-17RS
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, Biculturalism, *Bilingual Education, Bilingualism, *English, English (Second Language), Minority Groups, *Puerto Ricans, Research, Second Language Learning, *Spanish, *Spanish Speaking
This list, prepared by the Bilingual Resource Center in New York City, is intended to serve as a sample of the many valuable bilingual reports and studies available through the Educational Resources Information Center (ERIC). Included are nine abstracts and three articles reproduced in full. The titles of the articles are: (1) "Bilingualism in Puerto Rico: A History of Frustration," by John C. Fisher, (2) "Para-Professionals: Their Role in ESOL and Bilingual Education," by Hernan LaFontaine, and (3) "Second Language Learning in Bilingual Communities," by Sylvia Rothfarb. (SK)

ED 078 720 FL 004 571
Bilingual Training Sessions. (A Partial Listing Including Staff Development Components under Title VII, ESEA).
New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 73
Note—16p.; Dissemination List L- 16G(S)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, Bilingualism, Cross Cultural Training, *English, *Job Training, Manpower Development, Professional Training, Retraining, *Spanish, Spanish Speaking, *Teachers, Teaching Skills, Teaching Techniques, Training
Identifiers—Elementary Secondary Education Act Title VII, New York City Schools
This partial list, prepared by the Bilingual Resource Center in New York City, of bilingual training sessions includes staff development components under Title VII, ESEA. Among the projects are the In-Migrant School Community Project, Project BEST (Bilingual Education Skills Training), P.S. 25 (The Bilingual School), and the Integrated Bilingual Demonstration Project. (SK)

ED 078 721 FL 004 572
Materials Used in Bilingual Programs.
New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 73
Note—17p.; Dissemination List L- 15G(S)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Classroom Materials, *English, *Instructional Materials, Puerto Ricans, *Spanish, Supplies, Textbooks
Identifiers—*New York City Schools
This list, prepared by the Bilingual Resource Center in New York City, of instructional materials used in bilingual programs includes textbooks, educational materials, and audio-visual aids used in the various school districts of New York City. (SK)

HE

ED 078 722 HE 003 874
Fuller, Bruce And Others
California Student Vote 1972; A Brief Analysis of the Student Vote.
California Univ. Student Lobby, Sacramento.
Pub Date Jan 73
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Citizenship Responsibility, *Colleges, *Political Issues, Student Attitudes, Student Opinion, *Student Participation, *Voting
This study of the impact of the student vote in California was based on a comprehensive analysis of 54,000 student votes. The precinct analysis method was utilized to examine the voting returns of precincts which contain very close to 100% student populations. Results of the study encompassed an overview of the student vote; voter turnout; presidential results; congressional, state senate, and assembly races; and state ballot propositions. Factors affecting how students vote included population, size, density and degree of isolation of the student community, selectivity of the colleges and academic characteristics of the student body; urbanization; geographic/regional location; and family income. Observations concerning the effects of the student vote in California indicated its importance. Tables summarizing the data are included. (MJM)

ED 078 723 HE 003 963
Houston, John W.
A Comparison of USMA Prep School Graduates in the USMA Class of 1973 with Other Cadets at Entrance in July 1969.
Military Academy, West Point, N.Y. Office of Institutional Research.
Report No—IB4-03-71-001
Pub Date Jul 70
Note—39p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD 714 653, MF $1.45, PC $3.00)
Document Not Available from EDRS.
Descriptors—Educational Background, *Higher Education, *Military Personnel, *Military Schools, Military Training, Questionnaires, Socioeconomic Background, Statistical Data, *Student Attitudes, *Student Characteristics, Universities
Identifiers—*West Point
This report presents comparison data on the United States Military Academy Preparatory School (USMAPS) graduates in the class of 1973 and the entire class. The data were obtained from the annual survey of entering freshmen college students by the American Council on Education. Tables in this report present data of five categories: (1) all cadets in the class of 1973, (2) male freshmen at all 4-year colleges, (3) USMAPS graduates in the class of 1973 without prior college, (4) USMAPS graduates in the class of 1973 with prior college, and (5) all cadets in the class of 1973 with prior college. This comparison of USMA Preparatory School graduates with other USMA cadets and with other college freshmen reveals that the characteristics of USMAPS graduates tend to fall between those of other USMA cadets and those of freshmen at other colleges. (Author/MJM)

ED 078 724 HE 003 970
Environmental Policy for Virginia: Roles for Higher Education.
Virginia Univ., Charlottesville. Center for the Study of Science, Technology, and Public Policy.
Spons Agency—National Science Foundation, Washington, D.C.; Virginia State Council of Higher Education, Richmond.
Pub Date Oct 71
Note—92p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-205 154, MF $1.45, PC $3.00)
Document Not Available from EDRS.
Descriptors—Educational Innovation, *Environmental Influences, *Environmental Research, *Higher Education, Program Descriptions, *State Government, *Statewide Planning, Universities
Identifiers—*Virginia
This document presents a plan that will enable Virginia's institutions of higher education to make an effective, coordinated contribution to the development of policy and to the solution of problems in the field of science, technology, and state policy and specifically with respect to environmental quality in Virginia. Recommendations suggest (1) the creation of a Virginia Environmental Study Center (VESC) as a joint effort of the Research and Development Advisory Committee; (2) the VESC should compare and analyze alternative public policy choices affecting environmental quality, present research in support of policy analysis, and utilize existing resources to realize articulated objectives; and (3) a budget of $145,000 should be provided for a one-year pilot program. (Author/MJM)

ED 078 725 HE 003 971
The Institutional Development Agreement. A New Operational Framework for A.I.D. and the Universities.
National Association of State Universities and Land Grant Colleges, Washington, D.C.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Report No—TA-OST-AN-70-1-3
Pub Date Jan 70
Note—96p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-207 393, MF $1.45, PC $3.00)
Document Not Available from EDRS.
Descriptors—Colleges, Cooperative Planning, *Developing Nations, Economic Development, *Educational Finance, *Grants, *Higher Education, *Technical Assistance, Universities
Identifiers—*Agency for International Development (AID)
This is the report of a joint committee of the National Association of State Universities and Land Grant Colleges (NASULGC) and the Agency for International Development (AID). The committee was asked to consider and recommend measures to improve operating arrangements between AID and the universities, including possible arrangements for experimental types of AID grants to universities for overseas technical assistance projects. The committee paid special attention to a type of development activity for which American colleges and universities are especially well suited--the multi-year technical assistance project designed to aid in the establishment of educational and research institutions in less developed countries. (Author)

ED 078 726 HE 003 972
Levitan, Sar A.
An Assessment of the Manpower Institutional Grants Program.
National Manpower Policy Task Force, Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-82-11-72-17-1
Pub Date Apr 72
Note—92p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 638, MF $1.45, PC $3.00)
Document Not Available from EDRS.
Descriptors—Colleges, *Educational Finance, *Grants, *Higher Education, Manpower Development, *Program Effectiveness, *Program Evaluation, Universities
On-site assessments were made of the 12 schools currently active in the Manpower Administration's Institutional Grant (IG) program. The schools received 4-year grants in August 1970; each grant was for $37,500 the first year and $75,000 annually for the remaining three. This report of the assessment appraises the individual and collective effectiveness through the first full year of funding, and contains a field report on each school, as well as recommendations

and comments by members of the Task Force. (Author)

ED 078 727 HE 004 043
Williams, Donald T., Jr.
A Conceptual Framework for Theories in Higher Education.
Pub Date Feb 73
Note—8p.; Paper presented at the American Educational Research Association Symposium on Theories of Higher Education, March 1, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Environment, *Educational Philosophy, Educational Principles, *Educational Theories, *Higher Education, *Speeches

In this paper the author attempts to offer a conceptual framework on which to hang some theories of higher education. These theories can be couched in the context of six major concepts: (1) outcomes or the products or results of the activities of institutions of higher education; (2) institutions or the structures that perform higher educational activities; (3) goals or the purposes, intentions, and objectives of higher education; (4) people or the individuals and groups of individuals involved in the activities of institutions of higher education; (5) activities or the characteristic, goal-seeking functions of people in institutions of higher education; and (6) environments or the settings wherein institutions of higher education pursue their goals. Using the outcomes concept as the point of departure, as the dependent variable, the author explores the beginnings of some theories as they relate to (1) student development outcomes, (2) research outcomes, and (3) societal impact outcomes. (HS)

ED 078 728 HE 004 061
Blackburn, Robert T. Lingenfelter, Paul E.
Assessing Quality in Doctoral Programs: Criteria and Correlates of Excellence.
Michigan Univ., Ann Arbor. Center for the Study of Higher Education.
Spons Agency—Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; State Univ. of New York, Albany. Office of the Regents.
Pub Date Feb 73
Note—54p.
Available from—Center for the Study of Higher Education, The University of Michigan, Ann Arbor, Michigan 48104 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Doctoral Degrees, *Doctoral Programs, *Educational Quality, *Evaluation Criteria, *Evaluation Techniques, Graduate Study, *Higher Education, Program Evaluation, Research, Research Projects

This study, commissioned by the New York Board of Regents, concerns the evaluation of doctoral programs. Part one discusses critical problems in the assessment of excellence. Part two reviews a catalog of criteria and assessment techniques. Emphasis is placed on reputational studies, objective indicators of excellence, efficiency as an index of quality, client satisfaction ratings, intra-institutional evaluation, and evaluation of alumni. Part three indicates necessary conditions for adequate doctoral programs, and part four suggests a model for the evaluation of doctoral education. An extensive bibliography and appendices of related research material are included. (MJM)

ED 078 729 HE 004 065
Databook National Science Foundation.
National Science Foundation, Washington, D.C.
Report No—NSF-73-3
Pub Date Jan 73
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Financial Support, Foundation Programs, *Higher Education, *Science Education, *Sciences, *Scientific Research
Identifiers—*National Science Foundation

The information contained in this booklet has been compiled as a convenient reference about activities of the National Science Foundation. In addition to activities data, tables are included that present pertinent information on the national status of research and education in the sciences. Fiscal data pertaining to NSF programs reflect obligations as reported at the end of each fiscal year. (Author/HS)

ED 078 730 HE 004 070
Report to the President of Michigan State University by The Women's Steering Committee.
Michigan State Univ., East Lansing. Women's Steering Committee.
Pub Date 1 Jun 72
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Discriminatory Attitudes (Social), Employment Opportunities, *Equal Opportunities (Jobs), *Higher Education, Racial Discrimination, Research, *Sex Discrimination, *Student Interests
Identifiers—*Michigan State University

This report to the President of Michigan State University (MSU) by the Women's Steering Committee was designed to reduce inequities in the areas of employment, student life, and racial minority groupings of women. Recommendations listed in the appendices include employment policies and practices at MSU, minority concerns, student concerns, family services, and women in the media at MSU-a proposal. Followup material includes MSU administration response to the report and a presentation in response to the administrative reaction to the committee's report. (MJM)

ED 078 731 HE 004 095
Tisdel, Lin And Others
Measuring One University Output: A Survey of Undergraduate Degree Holders from the University of Georgia from the Classes of 1960-1970.
Georgia Univ., Athens. Office of Program Planning and Analysis.
Pub Date [73]
Note—34p.
Available from—Office of Program Planning and Analysis, White Avenue Building, University of Georgia, Athens, Georgia 30602 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Graduates, Curriculum Development, *Educational Benefits, Educational Objectives, *Higher Education, Program Evaluation, Program Planning, *Social Mobility, *Socioeconomic Status, Student Attitudes, Student Opinion
Identifiers—*University of Georgia

This survey attempts to acquire feedback for University of Georgia graduates with regard to the impact of their college experiences on their careers and on their personal and social development. Information was obtained by means of a questionnaire. This feedback could be used by the various constituencies that make up the university in many different ways, some of which include: (1) an initial review of specific programs; (2) assistance in the establishment of objectives; and (3) assistance in the assessment of the effectiveness of curricula, facilities, and attitudes. (Author)

ED 078 732 HE 004 111
Robins, Gerald B.
Understanding the College Budget.
Georgia Univ., Athens. Inst. of Higher Education.
Pub Date Mar 73
Note—85p.
Available from—Institute of Higher Education, University of Georgia, Athens, Georgia 30602 ($2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Budgeting, *Budgets, Colleges, Costs, *Educational Economics, *Educational Finance, Expenditures, *Higher Education, *Program Budgeting, Program Planning

This document explains the college operating budget-what it is, its constituent parts, the procedures involved in its construction and its terminology. Section one reviews the background and future of the financial crises. Section two indicates the kinds of budgets, anatomy of the budget, and the budgeting process. Long-range planning, planning programs, and preparing budget documents are discussed in the remaining sections. Long-range planning objectives, external factors, internal factors, enrollment projections, review, revision, and approval are stressed. Program planning is viewed in light of academic planning, planning in nonacademic areas, revenue sources and estimates, and reviews and revisions. Unit budgeting, budget format, final review, revisions, approval, and budget amendments and reports are emphasized as phases of preparing the budget document. New approaches to management information systems and cost simulation models are indicated. A glossary and a 29-item bibliography are included. (MJM)

ED 078 733 HE 004 112
Aleamoni, Lawrence M.
Placement and Proficiency System and the CLEP Addition.
Illinois Univ., Urbana. Office of Instructional Resources.
Pub Date Feb 73
Note—5p.; Presented at the National Council on Measurement in Education Convention in New Orleans, Louisana, February 26, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Achievement Tests, *Advanced Placement Programs, Advanced Students, *College Placement, College Students, *Equivalency Tests, *Higher Education, Research, Research Projects
Identifiers—CLEP, *University of Illinois

This paper briefly summarizes the validation and implementation of three CLEP examinations (humanities, social science/history, and natural sciences) that complement the placement and proficiency system of the University of Illinois. Three groups of juniors in fall 1971 who had completed specific distributional sequences that had satisfied general educational requirements in the areas of humanities, social sciences/history, and natural sciences, were administered the appropriate CLEP general exam. Cutoff scores were established providing a framework for granting 6 hours of credit in a particular area of the naive student's score who had received an average grade of A. Three hours of credit and a waiver of the requirements had to be comparable to a junior's whose average grade was B. Institutions choosing to utilize CLEP examinations are encouraged to conduct validity studies on their own students and courses to determine the appropriate cutoff levels for credit, waiver and/or placement decisions. Related document is HE 004 548. (MJM)

ED 078 734 HE 004 162
Fisher, Charles F.
The Use and Effectiveness of the Case Study Method in the Inservice Training of College and University Administrators.
American Council on Education, Washington, D.C. Inst. for Coll. and Univ. Administrators.
Pub Date Nov 72
Note—194p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Personnel, Administrator Education, Case Studies, Colleges, *Higher Education, *Inservice Education, Institutes (Training Programs), *Learning Activities, Learning Experience, Professional Education, Seminars, *Training Techniques, Universities

This study is an evaluation of the case study method as it is currently used in the Institute for College and University Administrators. The subjects of the study were 36 recently appointed academic deans and vice-presidents who participated in the American Council on Education's fall 1971 institute for academic deans held at the University of Chicago. The subjects were divided into two 18-member subgroups. The subgroups were identically matched in every feasible way. One subgroup was arbitrarily assigned the case-study method and the other the paper-seminar method. All subjects were tested before and following their respective experimental sessions with an 18-item attitude questionnaire. A comparison of the results across subgroups revealed case study was a more effective and efficient learning method than the reading-discussion method. Eleven appendices contain supporting documents, materials used in the study, and functional guidelines for planning professional training programs and developing administrative case studies. (MJM)

ED 078 735 HE 004 165
Peterson, Richard E.
College Goals and the Challenge of Effectiveness.
Educational Testing Service, Princeton, N.J. Institutional Research Program for Higher Education.
Pub Date 71
Note—20p.; Presentation given at Purdue University, Fort Wayne Campus, November 23,1971

Available from—Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Colleges, *Educational Objectives, Enrollment Trends, *Higher Education, *Institutional Research, *Program Effectiveness

The new economic realities, the slowdown in college enrollments and the lingering animosity toward the university in some localities have combined to undermine the rather enviable position that state university systems previously enjoyed. State capitals' response to these realities is an increased emphasis on program effectiveness. In an effort to cope with the challenge of effectiveness, a reevaluation of institutional goals is imperative. Goal setting at the public institutions should involve integrating the desires of people on the campus with those of the citizens in the region and the statewide planners. Five areas that colleges can conceive of institutional effectiveness and fulfill institutional objectives are: student learning, student value development, programmatic responsiveness, campus morale, and number (application and enrollment figures). A 14-item bibliography is included. (MJM)

ED 078 736 HE 004 199
Duscha, Julius Fischer, Thomas
The Campus Press: Freedom and Responsibility.
American Association of State Colleges and Universities, Washington, D.C.
Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.
Pub Date Apr 73
Note—118p.
Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, D.C. 20036 ($3.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Academic Freedom, *Freedom of Speech, *Higher Education, Legal Problems, *Legal Responsibility, News Media, Press Opinion, School Law, *School Newspapers, School Publications, *Student Rights

This document investigates the collegiate press. Part one--The Campus Press--observes the development, expectations and present status of the campus press. Conclusions indicate the need for an independent student newspaper. Part two reviews the law and the campus press, particularly legal distinctions between public and private colleges and universities and between campus press and public press, legal consequences for three ways of operating a university newspaper, responsibilities of the campus press, consequences of selection of staff, and legal consequences of using the institution's name. Appendices for part one include a 28-item bibliography, the University of California agreement, and articles of incorporation of the Daily Californian. Appendices for part two examine limitations of free speech and review important cases. (MJM)

ED 078 737 HE 004 221
Schietinger, E. F.
Advanced Degree Output and Productivity in the South, 1965-66 and 1968-69.
Southern Regional Education Board, Atlanta, Ga.
Pub Date 71
Note—264p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Academic Achievement, *Academic Aspiration, *Degrees (Titles), *Higher Education, State Schools, Statistical Data, *Units of Study (Subject Fields)

This report provides statistical data concerning advanced degree output and productivity in the South 1965-66 and 1968-69. Two kinds of information are presented: (1) tabulations of all advanced degrees and degree-producing programs by field, state, and institutional control, reported for the SREB (Southern Regional Education Board), and (2) selected regional indicators of output and productivity for each field, with comparisons. (MJM)

ED 078 738 HE 004 226
Hook, Sidney
The Academic Mission and Collective Bargaining.
Pub Date 73
Note—20p.; Paper presented at the annual conference of the National Center for the Study of Collective Bargaining in Higher Education, April 12-13, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Collective Bargaining, *Collective Negotiation, College Faculty, Educational Accountability, *Educational Objectives, *Higher Education

A discussion of the academic mission and collective bargaining suggests that some form of collective bargaining seems historically inescapable. Yet collective bargaining must be tempered with rational collegiality so that the form of collective bargaining must be one which will least affect the achievement of academic mission. (Author/MJM)

ED 078 739 HE 004 227
Bowles, Frank
Education, Universities, and Economic Development.
Ford Foundation, New York, N.Y.
Pub Date 29 Jan 66
Note—12p.; Speech presented at commencement exercises at the Trinidad campus of the University of the West Indies, January 29, 1966
Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Economic Development, Educational Needs, Employment Opportunities, *Equal Education, *Equal Opportunities (Jobs), *Higher Education, Negro Employment, Negro Students, *Nondiscriminatory Education, Universal Education

This speech emphasizes a relatively new and important function of the university-equalizing educational opportunity. The need for education and its potential as human capital are examined in light of the rapid educational advancement. Universities must face this advancement and meet the needs of society. A review of Negro development reaffirms the need for equalization of educational opportunity. The opening of educational opportunity is seen as an effort to create human capital. Human capital is expected to create additional income, thus, to raise the standard of living and promote family stability. (MJM)

ED 078 740 HE 004 231
Chapman, S. C. And Others
The Academic Department Game.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Pub Date 73
Note—19p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Decision Making, *Decision Making Skills, Department Directors (School), *Educational Administration, Game Theory, *Higher Education, *Management Games, Problem Solving, Simulation

A computer-Based management game was designed as both an orientation and a training device for new department heads and others who might profit from a better understanding of some of the significant decision elements in the administration of an academic department. Each game participant serves in the same capacity and is required to make two decisions per year for a 5-year period. The participant is provided with a hypothetical academic department, an initial roster of several faculty and a teaching obligation. Decisions then require a specification of individual teaching assignments for the faculty including number of courses, level of course assignments, e.g., lower division courses, upper division courses, and/or graduate level courses, as well as matching faculty preferences and capabilities with departmental speciality offerings. The game mathematically relates all decisions to such department characteristics as faculty satisfaction, the ability of the department to attract graduate students, levels of research and scholarship, teaching effectiveness and a general composite measure of department reputation. (Author/MJM)

ED 078 741 HE 004 232
Fullilove, John P.
The Politics of Higher Education During the Johnson Administration.
Pub Date 73
Note—16p.; Speech prepared for the annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 28, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, Educational Finance, *Educational Innovation, Educational Legislation, *Federal Government, *Federal Legislation, Federal Programs, *Financial Support, *Higher Education, Politics, Speeches
Identifiers—Johnson Administration

The Johnson Administration produced a significant proliferation of programs designed specifically to aid higher education. That those programs did not represent an overall strategy of institutional aid does not lessen the clear fact that the President was deeply committed to the concept of aid. The Congress was highly receptive to the Presidential initiatives and enacted broad new aid legislation. The new bureaucracy which was established to administer the program nurtured the new funds carefully in close collaboration with the clientele groups. The higher education associations behaved with more harmony than might have been expected and aided in the successful passage of the landmark Johnson legislation. In sum, policy formulation and implementation was a result of complex interactions and bargaining among the relevant political actors. (Author)

ED 078 742 HE 004 235
Washington State University Commission on the Status of Women: Report on the Status of Faculty Women.
Washington State Univ., Pullman. Commission on the Status of Women.
Pub Date Feb 72
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Opportunities, *Equal Opportunities (Jobs), Equal Protection, *Higher Education, Promotion (Occupational), Salary Differentials, *Sex Discrimination, *Women Professors
Identifiers—*Washington State University

The status of women at the Washington State University (WSU) is examined. Emphasis is placed on distribution of women faculty, promotion rates, salary comparisons and participation of women faculty in positions of influence. Recommendations to enhance the position of women as WSU are listed for each area of study. A supplement to the report concerns the status of women on the WSU library faculty. (MJM)

ED 078 743 HE 004 237
Report of the Special Committee for Development of Communication with Negro Colleges and Universities, 1971-72.
California Univ., Berkeley. Special Committee for Development of Communication with Negro Colleges and Universities.
Pub Date 72
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, *Committees, *Communication (Thought Transfer), Higher Education, *Human Development, *Interinstitutional Cooperation, *Negro Colleges

This document is the 1971-72 annual report of the Special Committee for Development of Communications with Negro Colleges and Universities (SCDCNCU). This report conveys, in explicit terms the nature and the implications of the SCDCNCU approach to human and social development. An overview of the year's progress, persons' contacted throughout the year, process in course, and the immediate future of the committee are highlighted. (MJM)

ED 078 744 HE 004 265
Where the Colleges Rank.
College Rater, Inc., Allentown, Pa.
Pub Date 73
Note—23p.
Available from—College Rater, Inc., 2121 South 12th Street, Allentown, Pa. 18103 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Rating, *Colleges, *Higher Education, *Rating Scales, *Universities

This document presents a composite index that numerically ranks the nation's leading undergraduate colleges and universities based on seven criteria. The criteria include admission standards; number of recent recipients of Rhodes, Danforth, and National Science Foundation awards; proportion of recent graduates entering graduate or professional programs; proportion of faculty with doctorate; student-faculty ratio; faculty salaries; and library facilities. The publication is divided

into five sections; alphabetical listings and ratings according to states, ranking by geographical region, ranking of privately supported institutions, ranking of publicly supported institutions and ranking of women's colleges. (MJM)

ED 078 745 HE 004 274
DeBloois, Michael Alder, Douglas D.
Stimulating Faculty Readiness for Instructional Development: A Conservative Approach to Improving College Teaching.
Pub Date [73]
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Teachers, Effective Teaching, *Higher Education, *Instructional Improvement, *Models, *Teacher Improvement
This document suggests a model structured to facilitate the growth of individual faculty members from initial awareness of the need for change through readiness to undertake limited experiments or to more sophisticated instructional development activities. The three-phased program based on self-initiated instructional improvement, emphasizes awareness activities, faculty support activities, and instructional development activities. (MJM)

ED 078 746 HE 004 286
Reed, Rodney J. Hodgkinson, Harold L.
When Students Teach: Tutoring by Peers [and] Broadly-Based Senates: A First Report.
California Univ., Berkeley. Center for Research and Development in Higher Education.
Pub Date 73
Note—8p.
Available from—The Research Reporter, 2150 Shattuck Avenue, University of California, Berkeley, California 94704 (free)
Journal Cit—Research Reporter; v8 n1-8 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cross Age Teaching, Governance, *Peer Teaching, Program Evaluation, *Student Government, *Student Organizations, *Student Participation, Teaching Programs, *Tutorial Programs, Tutoring
This article presents a summary of a peer tutoring program survey and a report on the broadly based campus senate. The summary of peer tutoring programs reviews survey methodologies and peer tutoring programs. The program review indicates goals, finances, selection of tutors, tutor training, tutors' wages, the number of tutees, matching for ethnicity, tutees requirements, tutoring patterns, and a preliminary evaluation. The report on broadly based campus senates indicates the number of campus senates and why some institutions have given them up. (MJM)

ED 078 747 HE 004 289
Graziano, Anthony F.
Some Factors Being Overlooked as We Increase Tuition at Our Public Senior Institutions.
Illinois Univ., Champaign.
Pub Date [72]
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colleges, *Educational Finance, *Financial Support, *Higher Education, Public Education, *Student Costs, Student Loan Programs, *Tuition, Universities
Identifiers—*Illinois
Tuition increases in Illinois public senior institutions are reviewed in light of factors being overlooked. These factors suggest the new emphasis on tuition could (1) spiral into higher tuition in the future, (2) create increased state response to provide financial support for students who would otherwise find higher charges a barrier to enrollment, (3) neglect qualitative consideration of applicants when choosing a college and the price elasticity of the demands for high education, (4) effect the middle income family not eligible for student aid, (5) have a negative effect on junior colleges and the under enrolled private sector, and (6) force some institutions to maintain or lower their nonresident tuition in order to fill their facilities. (MJM)

ED 078 748 HE 004 296
Vogt, Karl E. Lasher, Harry
Does Student Evaluation Stimulate Improved Teaching?
Bowling Green State Univ., Ohio. Coll. of Business Administration.
Pub Date [73]
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Faculty, College Students, *Effective Teaching, *Higher Education, Student Attitudes, *Student Opinion, Student Role, *Teacher Evaluation, *Teacher Improvement
Student appraisal of faculty instructional competencies is commonplace. Although several logics account for sponsorship of student evaluation schemes, the ultimate product of student evaluation ought to be improved instruction. The purpose of this paper is to investigate relationships between student evaluating and better teaching. A mandatory system of student assessment of teaching skills employed at Bowling Green University is the frame of reference. If student ratings contribute to better teaching, ratings should improve over time. Regression equations and standards tests were employed to determine the existence of trend increments. Findings reveal that regression coefficients of regression equations were as low as 0. By inference, student evaluation had not contributed to better teaching. Shortcomings in the administration of the evaluation scheme and faculty attitudes and capabilities account for apparent failures of the scheme to result in improved teaching. Appendices include related research material. (Author)

ED 078 749 HE 004 300
Parlett, Malcolm R. King, John G.
Concentrated Study: A Pedagogic Innovation Observed.
Society for Research into Higher Education, Ltd., London (England).
Report No—Monograph-14
Pub Date Feb 71
Note—61p.
Available from—Society for Research into Higher Education, 20 Gower Street, London, WCIE 6DP (14; $2.85)
Document Not Available from EDRS.
Descriptors—*Curriculum Design, Educational Change, *Educational Innovation, Educational Programs, Educational Research, *Higher Education, Program Length, *Schedule Modules, *Scheduling
Identifiers—*Concentrated Study Program
The Concentrated Study (COS) program at the Massachusetts Institute of Technology (MIT) is fulltime study of a single subject for a short period with no concurrent academic commitments. Chapter one describes the first trial of COS at MIT. Emphasis is placed on planning and preparation, description of course work and activities, and evaluation. Chapter two reviews a second COS program at MIT. Chapter three describes intensive study in a department of agriculture and chapter four contains a description of the module system at Edinburgh. Each program of COS was successful, however, the department of agriculture recommends more student-oriented activities. (MJM)

ED 078 750 HE 004 302
Graziano, A. F.
[Dropout Survey at the University of Illinois-Urbana Champaign.]
Illinois Univ., Champaign.
Pub Date 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Dropout Characteristics, *Dropout Identification, Dropout Research, Financial Support, *Higher Education, Questionnaires, School Surveys, Student Attitudes, *Student Costs, Tuition, Universities
Identifiers—*University of Illinois, Urbana
This report presents a University of Illinois-Urbana Champaign questionnaire form designed to approach a random sample of upper classmen who dropped out but were in good academic standing. The questionnaire was expanded to sample three other groups of students: upperclassmen dropouts who were on academic probation at the end of their last semester, prospective freshmen applicants who were committed to the extent of having paid $85 in nonrefundable fees, and prospective freshmen approved for admission but who did not pay fees. Questionnaire results indicated financial reasons given by dropouts for their absence from the campus. (MJM)

ED 078 751 HE 004 305
Adams, John F.
The Governing Board's Role in Risk Management and Insurance for Higher Education.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date Mar 73
Note—6p.
Journal Cit—NACUBO Professional File; v4 n1 pl-6 Mar 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Administration, *Governing Boards, *Higher Education, *Insurance Programs, Management, *Risk, School Administration
This document addresses questions recognized as of great importance in the realm of college and university administration, questions of the governing boards responsibilities, and liabilities with respect to the management of risk within its educational community. Emphasis is placed on insurance and risk management, higher education and risk, insurance and higher education, organizing for risk management, and the role of the governing board. Appropriate management programs can reduce loss potential and insurance costs and thereby make more resources available for education. (MJM)

ED 078 752 HE 004 311
The Master's Degree.
Middle States Association of Colleges and Secondary Schools, New York, N.Y.
Report No—Doc-4-73
Pub Date Feb 67
Note—3p.
Available from—Middle States Association of Colleges and Secondary Schools, Commission on Higher Education, One Gateway Center, Newark, New Jersey 07102 ($.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Graduates, Credentials, Degree Requirements, *Degrees (Titles), *Higher Education, *Masters Degrees, *Program Administration, Program Descriptions
This document indicates general characteristics of excellence in Master's Degree Programs. Areas of concern include types of programs and degrees, control, faculty, students, structure, resources, costs, off-campus programs, interinstitutional programs and certificate programs. (MJM)

ED 078 753 HE 004 317
Fram, Jerry And Others
An Approach to Obtaining Student Evaluation of University Teaching; Part II - A Full Operating Manual.
Maryland Univ., College Park. Dept. of Physics and Astronomy.
Report No—TR-72-118
Pub Date Dec 72
Note—163p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Astronomy, *College Teachers, Course Evaluation, Decision Making, Evaluation, *Higher Education, Physics, *Questionnaires, Research Methodology, Research Projects, *Student Attitudes, *Teacher Evaluation, Universities
Identifiers—PATS, *Physics and Astronomy Teaching Survey
This document includes a detailed presentation of the full administration and operation of PATS (The Physics and Astronomy Teaching Survey) currently used by the Department of Physics and Astronomy at the University of Maryland. This report complements Part I, which gave a general presentation of the problems involved in obtaining such evaluation, and of the types of decisions that must be made by those setting up the evaluation process. Related document is HE 004 531. (Author/MJM)

ED 078 754 HE 004 318
Financing Virginia's Colleges: Current Operating Income and Expenditures/1971-72. State-Controlled Colleges and Universities.
Virginia State Council of Higher Education, Richmond.
Pub Date May 73
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Costs, Educational Economics, *Educational Finance, *Expenditures, *Higher Education, *Income, State Colleges, State Universities, Student Loan Programs
Identifiers—*Virginia
The current operating income and expenditures of the state-controlled institutions of higher education in Virginia are examined in tabular form according to three major categories: educational and general, student aid, and auxiliary enterprise. Each category constitutes a major segment of this

report within which both current operating income and expenditures of a particular category are analyzed. In addition to these major segments an appendix is provided that presents more detailed analyses of revenues and expenditures for educational and general activities. (MJM)

ED 078 755 HE 004 319
The Need for a College of Veterinary Medicine to Serve New England and New Jersey.
New England Board of Higher Education, Wellesley, Mass. New England Library Information Network.
Pub Date 73
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Planning, Health Personnel, *Higher Education, Medical Education, *Medical Schools, *Medical Services, Medical Students, Professional Education, Universities, *Veterinary Medicine
This report documents the need for and presents well-founded recommendations for the establishment of a college of veterinary medicine to serve New England and New Jersey. The need for a veterinary medicine college is discussed in relation to today's veterinarians, and future shortage estimations. Major recommendations suggest that (1) a regional college of veterinary medicine be established within New England or New Jersey. (2) The proposed college be cooperatively founded and supported by the New England States and New Jersey. (3) The initial capitalization and continuing operational funding of the college be equitably shared by the New England States and New Jersey. (4) The proposed regional college be closely allied with a medical school whose library, research, and clinical facilities will be available as a necessary complement to the veterinary medical program. (5) The functions of the proposed college include professional education and research, continuing education of veterinarians, consultation and referral services and extension activities. A 24-item bibliography and appendices of related material are included. (MJM)

ED 078 756 HE 004 320
The Earmarks of College Success: A Causal-Comparative Study.
Wisconsin Univ., Stevens Point. Office of Institutional Research.
Report No—UW-45
Pub Date Jun 73
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Academic Performance, Academic Probation, College Bound Students, *College Students, *Higher Education, Research Projects, *Student Characteristics, *Success Factors, Universities
Identifiers—*University of Wisconsin (Stevens Point)
This study delineates characteristics related to suspended, probation, and nonprobation college students. The population of sub-population studies are composed of 1971-72 undergraduates at the University of Wisconsin-Stevens Point, and for some parts the entering freshmen for only 1971-72. By the end of the school year, all students were identified in one of three categories: academically suspended, on academic probation, or "in the clear." The significant differences among students divided into these three categories were determined by mean scores and proportions as they vary for the three groups. Predictors studied were the Omnibus Personality Inventory (OPI) scores, high school size, sex, age, marital status, type of housing, state residency, major, and intercorrelations. Tentative results indicate the OPI can be used to identify potential problem students, successful students tend to have broad general interests, conservative religious convictions, and cooperate with authority figures instead of rebelling. Further research is recommended. (MJM)

ED 078 757 HE 004 321
1972 Statewide Master Plan for Private Colleges and Universities of the State of New York.
Commission on Independent Colleges and Universities of the State of New York, New York.
Pub Date Jun 72
Note—108p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Facilities, Educational Finance, Educational Objectives, *Educational Planning, Enrollment, *Higher Education, *Master Plans, *Private Colleges, *Statewide Planning
Identifiers—*New York
The 1972 statewide master plan for private colleges and universities of the State of New York is presented. Chapters cover the climate of uncertainty, a response to the shifting enrollment, goals, policies, and modes of instruction; the characteristics of the private sector; the financial crises; a plan of action-objectives, long-term plan, proposed scholar incentive award, the private sector, and the decade ahead. Appendices cover fulltime equivalent students and faculty in independent colleges and universities, facilities, financial performance, availability of unrestricted funds in 1971, projected income, student financial aid, debt and debt service, new program offerings, and excerpts from Regents position paper No. 13. (MJM)

ED 078 758 HE 004 322
Stenquist, Lee B.
An Overview of Institutional Research.
Utah State Univ., Logan.
Pub Date 10 May 73
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colleges, Educational Improvement, Educational Objectives, *Educational Researchers, Educational Responsibility, *Higher Education, *Institutional Personnel, *Institutional Research, *Institutional Role, Universities
The role of institutional research is expanding and gaining in importance. Institutional research must fully examine and criticize the institution, including its purpose and values. Institutional research officers must concern themselves with academic and administrative functions and processes and participate actively in the planning and decisionmaking processes. The information provided by the institutional research officers must be selective, meaningful, bring about changes for improvement, and allow experimentation in solving existing and future problems of higher education, particularly the institution's role. (Author)

ED 078 759 HE 004 336
Romney, Leonard C.
Information Exchange Procedures: Overview and General Approach.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.
Report No—TR-28
Pub Date Sep 72
Note—28p.; A field review edition
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Administration, *Educational Finance, *Educational Planning, *Higher Education, Information Dissemination, *Information Systems, Information Utilization, Resource Allocations
The Information Exchange Procedures (IEP) project creates the capability for exchange and reporting of that information, both financial and otherwise, necessary to calculate and evaluate costs (1) by discipline and course level, (2) by student major and student level, and (3) per unit of output. Most uses of comparable information and analysis can be grouped into three management functions: resource acquisitions, resource allocation, and planning and management. The major benefits of comparative analysis come from determining why differences exist. Principles used to guide efforts in this area indicate the collected data should be useful to the decisionmaking and planning process of postsecondary education, the conventions and procedures for aggregating the data must be uniform and acceptable, the information should arise from uniform, acceptably defined terms, and the reporting and exchange should involve two-way communication with built-in feedback mechanisms. The two phases of the project are concerned with direct costs and full or allocated costs. (Author/MJM)

ED 078 760 HE 004 337
Morgan, George A.
Effective Academic Change is Possible: An Example at Hiram College.
Toledo Univ., Ohio. Center for the Study of Higher Education.
Pub Date Oct 71
Note—8p.
Journal Cit—Critique; v3 n4 p1-7 Oct 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Curriculum Development, Educational Change, Educational Innovation, *Higher Education, *Integrated Curriculum, *Interdisciplinary Approach, *Student Responsibility
Identifiers—*Hiram College
In 1969, Hiram College implemented an integrated curriculum emphasizing interdisciplinary studies along with increased student freedom and responsibility. Factors contributing to the successful implementation of the curriculum, evaluative description of the curriculum and its goals, and the impact of the curriculum on Hiram students are discussed. Recommendations for similar program development suggest: (1) a significant reduction in the number of general education courses required for graduation, (2) emphasis on interdisciplinary and nondepartmental approaches, (3) opportunities for freshmen and faculty to get together in settings which facilitate modeling and joint intellectual endeavor, and (4) the college should be content to educate fully the student constitutency it now enrolls rather than setting as its goal the recruitment of "better" students. (MJM)

ED 078 761 HE 004 338
Drake, George A.
An Analysis of the Colorado College Plan.
Toledo Univ., Ohio. Center for the Study of Higher Education.
Pub Date Mar 73
Note—4p.
Journal Cit—Critique; v5 n2 p1-4 Mar1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Design, *Educational Innovation, Educational Programs, *Higher Education, Program Length, *Schedule Modules, *Scheduling
Identifiers—*Colorado College
The Colorado College Plan was designed to reconstitute the academic calendar so that student and faculty time would be used more productively. Courses are offered one at a time, rather than simultaneously, in nine blocks, each 3 1/2 weeks in length. The fall semester encompasses four of these blocks and the spring semester contains five. Each block is separated by a 4 1/2 day break beginning on Wednesday noon and ending the following Monday. Preliminary assessments of the plan are positive. (MJM)

ED 078 762 HE 004 340
Badour, William
Progress Report Objectives of Graduate Studies in Political Science.
Canadian Political Science Association.
Pub Date May 72
Note—15p.
Journal Cit—Canadian Political Science Association Newsletter; v1 n2 p1-15 May 72
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Faculty, Colleges, *Educational Objectives, *Educational Quality, Employment Opportunities, *Graduate Study, *Higher Education, *Political Science, Teacher Attitudes, Universities
Identifiers—*Canada
This document reviews a study project on the state of graduate studies in political science in Canadian universities. Data collection were based on a review of graduate programs and a questionnaire sent out to graduate advisors. Results of the study indicate: (1) Canadian political scientists have a very favorable opinion of the quality of graduate education in political science offered in most Canadian universities. (2) There is substantial agreement among respondents as to the objectives to the Ph.D. program. (3) Two problems were indicated: inadequate staff at the senior level and inadequate financial support. (4) There is substantial agreement among respondents regarding the structure of the Ph.D. program. (5) The suggestion that the content of the Ph.D. programs was "out of tune with social reality" and lacked "social relevance" was dismissed. (6)

There was agreement that the training of political scientists, for nonacademic careers, was a matter of low priority. (7) Many respondents were unclear about what the nonacademic marketplace consisted of. (8) Most respondents expressed the view that job opportunities did not appear to be an urgent problem. Tables of research findings are included. (MJM)

ED 078 763 HE 004 342
Development and Experiment in College Teaching.
Committee on Institutional Cooperation.
Pub Date 73
Note—64p.
Available from—Stanford C. Ericksen, Center for Research on Learning and Teaching, 109 E. Madison Street, Ann Arbor, Michigan 48104 (No. 9; $1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Teachers, *Educational Facilities, Educational Innovation, *Experimental Programs, *Higher Education, *Instructional Improvement, Instructional Materials, *Instructional Programs

These reports comprise sample collections of experimental instructional projects seeking new and better arrangements for teaching. The entries in section one, describe department-based projects in accounting, art history, biology, botany, business administration, communication, counseling, dairy science, design, education, engineering, language, mathematics, microbiology, physical therapy, political science, psychology, and statistics. Section two includes descriptions of institutional facilities, instructional media arrangements and broad programs that span different disciplines. Section three is a cumulative index to this and eight previous reports. A content analysis of the first eight reports is included. (Author/MJM)

ED 078 764 HE 004 350
Thistlethwaite, Donald L.
Effects of University Subcultures on Student Attitudes.
Vanderbilt Univ., Nashville, Tenn.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Jul 72
Note—171p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College Students, *Higher Education, Humanism, Research Projects, Scientific Attitudes, *Student Attitudes, *Student Subcultures, Subculture, *Units of Study (Subject Fields), Universities, Values

This study sought to probe the contention that curricular specialization in higher education produces a polarization between the scientific and humanistic cultures. Two randomly selected panels of men enrolled at 25 universities were identified from student directories, and followed by mail surveys during three successive summers. Results were analyzed for 1,858 men who responded to all three surveys. Panels were selected so that during the longitudinal study Panel A members received increasing exposures to chosen major fields of study, while Panel B members received steady (or diminishing) exposures to such major fields. In a quasi-experimental design, changes in student attitudes and in perceived characteristics of peers and teachers were related to temporal variations in the degree of exposure to major fields of study. Predictions concerning differential accentuation of initial major field differences were generally unconfirmed for the attitudes measures, thus failing to replicate the results previously reported by Feldman and Newcomb. Implications for interpreting the impacts of major fields of study upon attitudes and values are discussed. A 31-item bibliography and appendices of research material are included. (Author)

ED 078 765 HE 004 351
Small, James Matthew
College Coordination in Alberta: System Development and Appraisal.
Alberta Colleges Commission, Edmonton.
Pub Date 72
Note—271p.; Doctoral Thesis; Research Studies in Post Secondary Education No. 18
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Bibliographies, Colleges, *Educational Coordination, *Educational Development, Educational Planning, Evaluation, *Higher Education, *Junior Colleges, *Public School Systems, Research Projects, School Systems
Identifiers—*Alberta

This study describes the development of Alberta's public (2-year) college system, and evaluates the various mechanisms for coordination which have been used. Data were gathered from records and reports, by interviews and by a questionnaire which was administered to college presidents and board chairmen. The analysis of the data suggest the existence of three distinct phases of college coordination: private junior college operating in affiliation with the University of Alberta, expansion of public college system, and formal and specific provincial coordinating agencies. Conclusions suggest that coordination is effective in decision areas in which statutory authority is deficient. This was most apparent in decision areas affecting both the public colleges and other provincially owned postsecondary institutions and universities. Recommendations suggest that the commission form of coordination should be retained and that its authority be increased to allow for the coordination of the total nonuniversity postsecondary system rather than just one part of it. An extensive bibliography and appendices of related material are included. (Author)

ED 078 766 HE 004 352
Affirmative Action Plan: Ohio University.
Ohio Univ., Athens.
Pub Date 73
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Opportunities, *Equal Opportunities (Jobs), Equal Protection, *Higher Education, *Minority Groups, Program Descriptions, *Sex Discrimination
Identifiers—*Affirmative Action Plan, Ohio University

The Affirmative Action Plan of Ohio University is described. Emphasis is placed on policy; purpose; responsibility for implementation; dissemination of policy and communication of related measures; university policy procedures; affirmative employment practices; administrative internship program; educational programs and services; child care programs; facilities; construction, contractors, subcontractors, and purchasers; and specific tasks. Appendices include materials for affirmative action programs implementation. (MJM)

ED 078 767 HE 004 353
Final Report: Time-Sharing Computer Applications in Undergraduate Anthropology at Dartmouth College.
Dartmouth Coll., Hanover, N.H. Dept. of Anthropology.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date [72]
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anthropology, *Computer Assisted Instruction, *Computer Programs, *Cross Cultural Studies, Educational Technology, *Higher Education, Instructional Media, Undergraduate Study

This document describes several time-sharing computer programs developed by the Department of Anthropology at Dartmouth College for undergraduate instruction in the various sub-fields of anthropology. The programs include teaching programs in elementary general anthropology and general inquiry into cross-cultural research. The teaching programs are similar to programmed instruction. The student is presented with certain concepts, required to master them, and apply them to the solution of set problems. The general inquiry programs permit the formulation of complex hypotheses whose testing requires or permits some form of multivariate analysis. Ten programs are described for the teaching and for the general inquiry program. (MJM)

ED 078 768 HE 004 354
Annual Report to the Regents of the Montana University System, 1970-71.
Montana Univ. System, Helena.
Pub Date Dec 71
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, *Educational Economics, Educational Facilities, Educational Finance, Educational Legislation, *Educational Planning, Enrollment Projections, *Higher Education, *Universities
Identifiers—*Montana

This is the sixth annual report of the Office of Executive Secretary of the Montana University System to the Regents of the Montana University System. The report covers the work of the Office of Executive Secretary from July 1, 1970 to June 30, 1971 in the areas of war orphans scholarship program, high school honor scholarship program, student financial aid, Western Interstate Commission for Higher Education, Higher Education Facilities Act of 1963 (Title I), comprehensive facilities planning, Higher Education Act of 1965, degree statistics, fee schedule, financial statement summaries, and enrollment reports. Major recommendations include the need for (1) funds appropriated to Regents to implement institutional research and studies relative to Montana's needs in postsecondary education, (2) establishment of institutional study officers, (3) funds for the Office of the Executive Secretary to accomplish the coordination of the community colleges in Montana, (4) funds appropriated to Regents to fund student assistance grants and scholarships, (5) an extensive facilities condition survey, (6) funding for remodeling projects, and (7) funds for land use analysis. (MJM)

ED 078 769 HE 004 357
Weathersby, George B.
Educational Planning and Decision Making: The Use of Decision and Control Analysis.
California Univ., Berkeley. Office of the Vice President - Planning and Analysis.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—P-6
Pub Date May 70
Note—26p.; Paper presented as an address to the Association of Minnesota Colleges, May 1, 1970
Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Responsibility, *Decision Making, *Decision Making Skills, *Educational Planning, *Higher Education, Models, *Productive Thinking, Universities

This paper provides a concise statement of the current technology of quantitative analysis as applied to university decisionmaking. The author argues that quantitative decision analysis can be particularly relevant in situations involving stress, uncertainty, large amounts of resources, and institutional survival. The process of decision analysis is described. It begins with the identification of a set of operationally defined variables that characterize the components of the institution relevant to the decision under study. The set of functional relationships between the controllable variables and other attributes both inside and outside the institution are investigated. This provides a mathematical description of cause and effect and input and output. The operational articulation of the characteristics of an institution that results can provide a basic talking document for the resolution of conflict and the formulation of decisions. The current technology of decision analysis techniques and planning models is described. The paper concludes with a brief discussion of the motivation for decision analysis, and argues strongly for its increased use in academic settings. (Author)

ED 078 770 HE 004 358
Balderston, F. E.
Thinking About the Outputs of Higher Education.
California Univ., Berkeley. Office of the Vice President - Planning and Analysis.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—P-5
Pub Date May 70
Note—18p.; Address to the National Research Training Seminar on the Outputs of Higher Education, May 3, 1970
Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, *Educational Administration, *Educational Benefits, Educational Objectives, *Educational Planning, Educational Quality, *Higher Education, Relevance (Education)

Both external accountability and the necessities for coherent internal priorities have forced a

rapid increase of attention to the outputs of institutions of higher education. This paper offers a purview of some of the areas which need to be considered in conceptualizing output measures for education. These measures are important for the planning and management of institutions which increasingly find themselves in financial difficulty and under pressure to induce cost efficiency. The central question posed is: what difference does an exposure to higher education make in the life patterns of those who get it? Education is a transformational process, both as to the social benefit and the private benefit conferred, and it is argued herein that its transformational character may be even greater on the social benefit side. Better measures are needed to show the nature and extent of this transformation. Some of the indices, available to administrators that will help determine these measures are discussed. The number of degrees produced by program and level is one measure of instructional output. Another is longitudinal data concerning the jobs and activities of former students to assess what the students have really gained in educational output. Finally, quality measures, based on something more concrete than guesswork and reputation are needed to show with some precision and accuracy the worth of an education. (Author)

ED 078 771 HE 004 359
Ontjes, Robert Browning, Edward
The Impact of Non-Resident Students at Northwest Missouri State University.
Northwest Missouri State Univ., Maryville. Office of Institutional Research.
Pub Date Jan 73
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Costs, *Educational Economics, *Educational Finance, Expenditures, *Higher Education, *Nonresident Students, Resident Students
Identifiers—Missouri, *Northwest Missouri State University
As a result of administrative and legislative pressures brought to simultaneously increase out-of-state fees and limit the number of nonresident students, based on the feeling that they do not pay their own way, the study was conducted to: (1) determine the total money payment to Northwest Missouri State University, the State of Missouri and to Missourians attributable to the presence of nonresident students attending Northwest Missouri State University; (2) determine the impact of these expenditures on Missouri's economy with the use of an appropriate multiplier; (3) determine the increased cost to the State of educating nonresident students at Northwest Missouri State University, and (4) determine the net effect of nonresident students attending Northwest Missouri State University on the State's economy. A random sample of nonresident students currently in attendance at NWMSU was surveyed to determine their spending patterns. NWMSU records were studied and interviews with various administrative officials were conducted to determine additional cost figures. It was determined that nonresident students are an economic asset to the University, the local community, and the State. (Author)

ED 078 772 HE 004 360
Millett, John D.
State Budgeting for Higher Education.
Ohio Board of Regents, Columbus.
Pub Date [72]
Note—25p.; General Session Address to the College and University Machine Records Conference
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Budgets, Costs, *Educational Finance, Expenditures, *Financial Support, *Higher Education, Models, *State Aid
Identifiers—*Ohio
In a state government approach to providing support for higher education, there are at least three essentials of a technical nature as opposed to a policy nature. These three technical essentials are discussed in detail in terms of the practice and experience in Ohio. The essentials include: (1) program differentiation, (2) level of instruction differentiation, and (3) expenditure data related to both program and level of instruction. (Author/MJM)

ED 078 773 HE 004 368
Freeman, Evelyn S. Fields, Charles L.
A Study of Black Male Professionals in Industry.
Recruiting Management Consultants, Inc., New York, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-81-36-71-07-1
Pub Date Mar 73
Note—320p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Attitudes, *College Graduates, Employee Attitudes, Employer Attitudes, Employment, Employment Opportunities, Equal Opportunities (Jobs), *Higher Education, Manpower Utilization, Negro Attitudes, *Negroes, *Professional Personnel, Recruitment, Surveys
This study is a first attempt to investigate what happens to the black male college graduate after he enters the white business firm. Data were obtained by interview in 1971 from 500 black men employed in private industry in professional and managerial jobs in the 10 cities having the largest numbers of blacks in the labor force (excluding Washington, D.C. and Newark), using a stratified random sample design. The men were asked about their progress in the firm, their perceptions of their progress compared with white coworkers of similar background and ability, their opinions of company policies and programs for equal employment opportunity, and their relations with white subordinates, coworkers, and superiors. Information was also obtained from 61 of the white superiors to whom the black respondents reported. A technical appendix is included. (Author)

ED 078 774 HE 004 370
Solomon, L. C.
Schooling and Subsequent Success: Influence of Ability, Background, and Formal Education.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Pub Date Apr 73
Note—37p.
Available from—Publication and Information Services Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aspiration, Career Opportunities, Costs, Economic Status, Educational Background, *Educational Benefits, Educational Finance, Educational Quality, Failure Factors, *Higher Education, Income, Rewards, *Social Mobility, Social Opportunities, *Socioeconomic Status, *Success Factors
The first section of this paper serves to define the various types of costs and benefits of higher education. It differentiates between private and social costs and benefits, as well as between monetary and nonmonetary costs and benefits. It is further argued that we must look at costs and benefits that arise not only during or immediately after the schooling experience but also at those that arise later. The work on the impact of higher education to date is reviewed. An attempt is made to relate the results from a few studies of lower levels of education to those dealing with college. The next section focuses on recent work of the author, in which he attempts to define measures of college quality and introduce them into an earning function. It appears that both quantity and quality of schooling are important factors to explain lifetime income patterns of individuals, even after controlling for the individual's innate ability. The two most significant measures of quality in a statistical sense are average SAT scores of entering freshmen and average faculty salary. It appears that these two factors have independent influences on lifetime earnings. A 43-item bibliography is included. (Author/MJM)

ED 078 775 HE 004 371
Doerann, Judith A.
Equivalence of Grades in Multisection Courses.
Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.
Pub Date 73
Note—27p.; Indiana Studies in Prediction No. 22
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, College Teachers, Comparative Statistics, *Grade Equivalent Scores, *Higher Education, *Performance, *Student Evaluation
This report investigates the equivalence of grades in multisection courses. Ten courses at Indiana University were identified for this study from many undergraduate, multisection courses offered in the fall semester, 1971. An attempt was made to select courses from every school with several from a variety of departments in Arts and Sciences. For all students in each of the selected courses, grades for the course and the Scholastic Aptitude Test (SAT) totals were obtained. The mean grade and mean SAT score for each course were used as the bases to study variations among related sections. Results indicated similarity in grading patterns across sections does not appear to be universally practiced. Appendices include statistical data. (MJM)

ED 078 776 HE 004 373
Lawrence, Ben And Others
Data Comparability in Higher Education.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Pub Date 15 Sep 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Data Collection, *Higher Education, *Information Processing, *Information Services, *Information Systems
This paper presents a philosophical statement on the problem of data comparability. The discussion is intended to provide guidance in determining the direction of the information exchange procedures project of the NCHEMS (National Center for Higher Education Management Systems) at WICHE (Western Interstate Commission on Higher Education). Following background introductory material, guidelines for compatibility, guidelines for comparability and standardization of educational data vs. regimentation of educational offerings are discussed. (MJM)

ED 078 777 HE 004 374
The Duke University Summer Transitional Program.
Duke Univ., Durham, N.C.; Southern Regional Education Board, Atlanta, Ga.
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date 73
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *College Students, *Freshmen, *Higher Education, Performance, Program Descriptions, Program Evaluation, *School Orientation, Social Influences
Identifiers—*Duke University
This report describes the Summer Transitional Program (STP) at Duke University as analyzed by the principal leadership of the program and by others who participated in its evaluation. The program, initiated in the summer of 1969, was designed to provide academic and social orientation for approximately 40 participants. Evaluation of the 1969, 1970, and 1971 programs is indicated. An interpretation of the program and empirical evaluation and observations indicate the STP is an important social experience for both the participants and the black community at Duke and Durham. Although STP does not appear to be associated with academic performance, results of the attrition study indicate that males who attended STP manifested a significantly higher rate of persistence in college through the third semester than males who did not attend. (MJM)

ED 078 778 HE 004 376
Eko, Ewa U.
Achievement and Promise: Current Impact and Future Prospects of African and Afro-American Studies.
Six Institutions' Consortium, Greensboro, N.C.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.
Pub Date 73
Note—111p.; Proceedings of the Fourth Annual Invitational Workshop on African and Afro-American Studies, Greensboro, North Carolina, March 29-31, 1973
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*African American Studies, Consortia, *Curriculum Development, *Higher Education, *Institutional Role, *Negro Education, Social Influences, Workshops

The Six Institutions' Consortium organized the 4th annual Invitational Workshop for educators and students. The focus was on the impact of African and Afro-American Studies. The workshop was directed toward assessing the current impact and future prospects of these studies on curricula, educational institutions, and society. Program presentations concerned: the impact of African and Afro-American Studies on the future; consortium approach to developing African and Afro-American studies; community involvement studies; black economic development; perspectives on black psychology; ideology proposed for black counseling; communications; the development of bibliographic and archival materials; media strategies and methodology; a social scientist views on Afro-American studies programs; and perspectives on the future of African studies. (MJM)

ED 078 779 HE 004 378
Higher Education in New York State.
Governor's Task Force on Financing Higher Education, Albany, N.Y.
Pub Date 73
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, *Educational Finance, Enrollment, Financial Support, Governance, *Higher Education, *Low Income Groups, Master Plans, *Statewide Planning, Student Loan Programs, *Student Needs, Tuition
Identifiers—*New York

This document is a comprehensive evaluation of the laws and methods of financing both public and private higher education in New York. Emphasis is placed on financing and governance. Major findings regarding the state of postsecondary education concern finance and capital, facilities, enrollments, access, financial aid, diversity, quality, governance, and future manpower requirements. Major recommendations suggest: (1) A student Bill of Rights should be enacted to guarantee New York high school graduates the right of access for up to 2 years of postsecondary education with necessary financial support. (2) Low income students must be able to count on grants from public funds adequate to cover full tuition during all 4 years of attendance at public institutions in the state as well as support from all sources to allow attendance at private institutions. (3) Tuition charges should be uniform throughout the state. (4) The concept of the University of the State of New York should be maintained and strengthened. (6) A statewide planning council for postsecondary education should be established. (7) The Governor should nominate the members of the Board of Regents for confirmation by both houses of the Legislature. (8) The state should increase its funding of and its responsibilities for the governance of the institutions. (9) Individual campus autonomy should be strengthened. (10) Special studies should be made of financial considerations. (Author/MJM)

ED 078 780 HE 004 379
Huff, Robert A. Young, Michael E.
A Blueprint for RRPM 1.6 Application.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Pub Date Apr 73
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Budgeting, *Computer Programs, Costs, Higher Education, Information Systems, *Management Systems, *Program Costs, Program Descriptions, *Program Planning, Resources
Identifiers—Resource Requirements Prediction Model, RRPM

This document discusses the process of implementation of the Resource Requirements Prediction Model (RRPM) for institutional planning and budgeting purposes and the incorporation of indirect cost analysis capabilities in order to produce historical full cost results. Description of the model as a specific tool for specific purposes is presented in relation to: balance of implementation effects, RRPM implementation steps, RRPM historical input college IWLM (Instructional Work Load Matrix), ICLM/IWLM applications, the foundation of the RRPM model, historical data requirements, faculty data generator, compatible implementation mode, and uses of RRPM reports. (MJM)

ED 078 781 HE 004 380
Micek, Sidney S. Wallhaus, Robert A.
An Introduction to the Identification and Uses of Higher Education Outcome Information.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—TR-40
Pub Date 73
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Services, Decision Making, *Educational Objectives, *Educational Research, *Higher Education, *Information Utilization, *Instructional Programs

This document describes the development of an inventory of higher education outcome variables and measures. The intent of the inventory is to assist different kinds and levels of decision-makers in communicating the desired and actual outcomes of instructional as well as research and public service activities. Two guidelines for using the inventory have been developed for (1) translating broad, vague goals into measurable terms and (2) developing priority lists of desired outcomes that can aid in choosing among alternative courses of action. (Author/MJM)

ED 078 782 HE 004 381
HSMHA: A Place for Tomorrow's Physicians.
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Report No—DHEW-HSM-72-12
Pub Date [73]
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Services, Health Activities, *Health Facilities, *Health Occupations, *Health Programs, *Health Services, Higher Education, Mental Health Programs, Physicians

This document describes new health programs with the purpose of strengthening the ways in which health care is organized and delivered in communities. These programs include the National Center for Health Services Research & Development, Community Health Service, National Health Service Corps, National Institute of Occupational Safety and Health, National Center for Family Planning Services, National Center for Health Statistics, Indian Health Service, Regional Medical Programs Service, Federal Health Programs Service, National Institute of Mental Health, Center for Disease Control, Health Care Facilities Service, Bureau of Community Environmental Management, and Maternal and Child Health Service. (MJM)

ED 078 783 HE 004 382
Mosher, Edith K.
The Politics of Higher Education During the Nixon Administration.
Pub Date 73
Note—15p.; Speech prepared for the annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, Educational Finance, *Educational Innovation, Educational Legislation, *Federal Government, *Federal Legislation, Federal Programs, *Financial Support, *Higher Education, Politics
Identifiers—Nixon Administration

The politics of higher education during the Nixon administration are reviewed in chronological sequence of the most relevant events of this period. Significant political aspects and policy initiatives of the 1972 legislation are indicated. Policy initiatives are discussed in relation to student aid, institutional aid, and innovation and reform. (MJM)

ED 078 784 HE 004 383
Fidler, Paul P. Edwards, Grady
A Comparison of Financial Resources of U.S.C. Entering Freshmen for Fall 1968, 1970, and 1972.
South Carolina Univ., Columbia. Div. of Student Affairs.
Report No—RN-16-73
Pub Date 30 May 73
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Freshmen, Educational Finance, *Financial Needs, *Financial Support, *Higher Education, Research Projects, Student Attitudes
Identifiers—*University of South Carolina

This document compares the financial resources of University of South Carolina (USC) freshmen for the fall 1968, 1970, and 1972. A questionnaire prepared by the American Council on Education was administered to incoming freshmen at USC and 527 other institutions of higher education including 2-year colleges, 4-year colleges and 42 universities. The resulting summary data on entering freshmen included information on the entering freshmen at USC and weighted normative data based on questionnaire results from the 42 participating universities. Results indicated (1) the estimated parental incomes of USC freshmen are nearly identical to the nationa norms. (2) The estimated parental income interval containing the largest percentage of cases for both USC and other university freshmen has remained at $10,000-$14,999 level during all the years studied. (3) Similar to freshmen at the national level, the most important source of financial support for USC freshmen was parental income. (4) Since source of financial support has remained stable, whereas, the corresponding percentage for other university freshmen has increased almost 10% during the same time period. (5) USC freshmen are not as concerned about financing their education as are freshmen at other universities. (6) USC freshmen are only half as likely to receive scholarship as are other university freshmen. (MJM)

ED 078 785 HE 004 384
Baldridge, J. Victor And Others
Institutional Size and Professional Autonomy: The Death of the Small College Myth?
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—RD-Memo-109
Pub Date May 73
Contract—NE-C-00-3-0062
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, Budgets, Decision Making, Evaluation, *Governance, *Higher Education, *Institutional Research, Institutional Role, *Organizational Development, Organization Size (Groups), *Power Structure, Private Colleges, Tenure

This study investigated the effect of institutional size and complexity on professional autonomy in academic institutions. Autonomy was defined as the ability to set goals and to structure the organization to maximize professional concerns; size was measured by the number of faculty members and students in the institutions. Data were gathered from 241 colleges and universities in the United States, and from more than 9,200 individual faculty members and administrators using a questionnaire. Responses to the questionnaire were examined with regard to patterns of decisionmaking, departmental control over faculty selection, courses, tenure, and budgets; and peer evaluation. The data showed a strong trend toward greater faculty autonomy in larger institutions. It is hypothesized that this was so because the larger institutions had more complex tasks and were divided into more specialized units composed of more highly trained experts whose expertise gave them power to demand the autonomy they desired. The larger schools had less centralization of decisionmaking, fewer bureaucratic regulations covering professional tasks, more departmental and individual autonomy, more evaluation by peers, and greater protection from outside demands. A 10-item bibliography is included. (Author)

ED 078 786 HE 004 385
A Measure of Success: Federal Support for Continuing Education.
National Advisory Council on Extension and Continuing Education, Washington, D.C.
Pub Date 31 Mar 73
Note—96p.; 7th Annual Report on Recommendations of the National Advisory Council on Extension and Continuing Education
Available from—The National Advisory Council on Extension and Continuing Education, 1325 G Street, N.W., Room 710, Washington, D.C. 20005 (Free)

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Educational Finance, *Extension Education, *Federal Aid, *Federal Legislation, Federal Programs, Financial Support, *Higher Education, Post Secondary Education

This report examines the impact that Federal programs have had on institutions of higher education and especially on their continuing education resources and facilities. Findings indicate that interest and activity in continuing education have been greatly stimulated by the Federal programs and Federal funds over the past decade. Access to Federal funds spawned hundreds of new centers and institutes, many of which operate programs of extension, continuing education, and community service. Recommendations suggest (1) that the administration make special efforts to communicate fully in the process of consolidating or eliminating categorical programs. (2) That Title I HEA as amended be funded at the level of $25 million in fiscal year 1974. (3) That the newly authorized fund for the improvement of postsecondary education undertake an examination of on-going nontraditional programs for nontraditional students. (4) That Federal agencies give priority to implementing programs to provide financial aid to parttime students on the basis of demonstrated need. (5) That Federal agencies review their policies affecting the utilization of university continuing education resources. (6) That universities and Federal agencies seek to find ways to eliminate needless duplication. (7) That consumer protection legislation be enacted. (8) That future legislation establish programs of continuing education, extension, and community service and provide sufficient funds for effective evaluation. (Author/MJM)

ED 078 787 HE 004 387
Caty, G. And Others
The Research System: Comparative Survey of the Organisation and Financing of Fundamental Research, Volume II.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 73
Note—195p.
Available from—OECD Publications, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France ($6.75)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Research, *Foreign Countries, *Higher Education, Information Utilization, *International Education, Research Coordinating Units, Research Needs, Research Opportunities, *Research Utilization
Identifiers—Belgium, Netherlands, Norway, Sweden, Switzerland

This document assesses the specific character of the research systems in the Netherlands, Norway, Sweden, Switzerland, and Belgium in light of their institutional mechanisms and the way they function. The five articles presented concern international dimensions - national traditions and research policies; university research in a teaching oriented environment; research in the government sector; research in industry, sicnece, and university; and the place of the foundations in the research system. No definite conclusions are indicated, however, it is suggested that the changes that have occurred in the organization of scientific work and in the nature and scope of the facilities it requires make it necessary to reshape many research institutions, particularly in industry and the universities. An effort of this kind can only be planned and carried out under the sponsorship of the state and in the light of national interests. This necessitates the development of government decisionmaking mechanisms with wide powers and further investigation to ascertain the conditions under which research policies geared to economic objectives will have to be determined in the coming years. (Author/MJM)

ED 078 788 HE 004 398
Harper, Ronald And Others
Innovative Instruction in Higher Education: Thirty Exemplary Projects Conducted in Selected Institutions of Post-Secondary Education--State of Oregon.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Educational Coordinating Council, Salem, Oreg.
Pub Date Jun 73
Note—255p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Educational Change, Educational Innovation, *Group Instruction, Higher Education, *Integrated Curriculum, *Interdisciplinary Approach, *Interinstitutional Cooperation, Post Secondary Education, Problem Solving, Program Descriptions, *Simulation
Identifiers—*Oregon

This manual reviews thirty projects selected by the Oregon Educational Coordinating Council (ECC) as exemplary in method, operation, and development. The projects are organized into 9 broad classifications: large group-small group alternatives, autotutorial programmed instruction, process centered, computer and simulation, on-site/field study, interdisciplinary-interinstitutional, media-multisensory reinforcement, integrated curriculum-learning packages, and problem centered. The innovative instruction described ranges from basic skills in writing to upper division chemistry courses. Each project is introduced by a chart which identifies the innovative approach employed in solving the problem. Appendices of related material are included. (Author/MJM)

ED 078 789 HE 004 410
Taylor, Alton L.
Analysis of Bachelor Degree Recipients in the School of Nursing, University Of Virginia, 1970: A Second Report.
Virginia Univ., Charlottesville. Office of Institutional Analysis.
Report No—OIA-7071-169
Pub Date Feb 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Academic Performance, Bachelors Degrees, College Students, Degrees (Titles), *Higher Education, *Medical Education, *Nurses, Nursing, Research, Research Projects, *Student Characteristics
Identifiers—*University of Virginia

This report contains an analysis of selected multiple characteristics of nursing students with academic performance. A questionnaire was used to obtain information concerning family background, socio-economic background, educational experiences prior to entering and during enrollment at the University of Virginia, use of leisure time, educational interests, nursing interests, opinions toward nursing practice and selected achievement data. A regression approach was used to identify a reliable predictive measure of academic performance by students in the School of Nursing at the University of Virginia. (Author)

ED 078 790 HE 004 411
Taylor, Alton L.
Survey of Faculty Space Allocation Procedures in Selected Institutions of the National Association of State Universities and Land-Grant Colleges.
Virginia Univ., Charlottesville. Office of Institutional Analysis.
Report No—OIA-6970-126
Pub Date Jan 70
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *College Planning, *Higher Education, *Offices (Facilities), Research, Research Projects, Space Classification, *Space Utilization

The purpose of the study was to survey and describe procedures for allocating faculty office space at selected colleges and universities. The findings indicated only a few insitutions with no standard procedures or guidelines for allocating faculty space. Most institutions reported that the academic vice-president was in charge of faculty space allocations. The exact guidelines for allocating faculty office space varied with size and function of the faculty. The appendix describes procedures for allocating faculty office space. (Author)

ED 078 791 HE 004 412
Taylor, Alton L.
Academic Achievement and Selected Characteristics of Single Undergraduates at the University of Virginia, 1968-69.
Virginia Univ., Charlottesville. Office of Institutional Analysis.
Report No—OIA-6970-137
Pub Date May 70
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *College Housing, *College Students, *Design Needs, Higher Education, Housing Needs, Marital Status, Research, Research Projects, *Single Students, Student Attitudes
Identifiers—*University of Virginia

The purpose of the study was to analyze the academic achievement of single undergraduates in relation to selected student characteristics and their opinions toward desirable housing features. A ten percent random sample of single under graduates at the University of Virginia enrolled during the fall semester of 1968-69 was surveyed. The information collected pertained to selected opinions toward desirable student housing features. The report contained an analysis of differences in cum GPA for several sub-groups in relation to selected opinions and characteristics of the student sample. (Author)

ED 078 792 HE 004 418
Winchester, E. Anne Kenny, Eleanore
Mobility of Undergraduate College Students Between Washington Colleges and Universities, Fall 1971.
Washington State Council on Higher Education, Olympia, Washington.
Pub Date Jan 71
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colleges, *College Students, *Enrollment Trends, *Higher Education, School Statistics, Statistical Data, *Student Mobility, *Transfers, Universities
Identifiers—*Washington

This study investigated the mobility of undergraduate college students between Washington colleges and universities fall, 1971. Data were taken from Table 1 of the Higher Education Enrollment Projection (HEEP) model report forms. HEEP data reports transfers on a fall to fall basis whereas this study has recorded transfers on a spring to fall basis. Data indicated (1) in fall 1971, 10,973 undergraduate students transferred from one Washington college or university to another, a 1.1% decrease from fall 1970. (2) In fall 1971, 2,938 out-of-state or foreign undergraduate students transferred into Washington colleges and universities, a 9% decrease from 1970. (3) In fall 1971, 7.5% of the undergraduate population were transfers, a 2.5% decrease from 1970. (4) Students tend to transfer in their sophomore and junior years. Tables contain statistical data. (MJM)

ED 078 793 HE 004 419
Professional Leave Report, 1971-1972.
Washington State Council on Higher Education, Olympia, Washington.
Pub Date 72
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attendance, Budgets, *College Teachers, *Educational Finance, *Higher Education, *Leave of Absence, Personnel Policy, *Sabbatical Leaves
Identifiers—*Washington

This document reviews professional leave data, 1971-72 in Washington. Following background material, guidelines for percentage range and financial aspects based on statistical data are presented. The Washington Council on Higher Education response to the request for the legislative budget committee concerning sabbatical and stipend leave programs administered by educational institutions and state agencies is included. (MJM)

ED 078 794 HE 004 420
Winchester, E. Anne
Enrollment Patterns in Washington's Colleges and Universities, October, 1972.
Washington State Council on Higher Education, Olympia, Washington.
Pub Date 72
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colleges, *College Students, *Enrollment Projections, *Enrollment Trends, *Higher Education, Junior Colleges, Universities
Identifiers—*Washington

This document reviews the enrollment patterns in Washington's colleges and universities. Emphasis is placed on enrollment trends, enrollment participation, future enrollment trends, and enrollment profile. The enrollment profile encom-

passes entrances, class mix, age, sex, nonresident enrollment, foreign students and minority student population. The higher education enrollment profile for Washington has changed considerably in the last 5 to 6 years. Community colleges have assumed a higher proportion of total enrollment and a community college program balance which will produce a 50-50 ratio for academic programs and occupational offerings is anticipated. Enrollments in the 4-year public institutions have grown, but not at the same rate as in community colleges. The private institutions have remained at the same enrollment level for 6 years and probably will not increase significantly in the future. (MJM)

ED 078 795 HE 004 421
Master Plan for the Drew Postgraduate Medical School, Los Angeles, Calif.
Charles R. Drew Postgraduate Medical School, Los Angeles, Calif.; Gorsline (Lester) Associates, Terra Linda, Calif.; Little (Arthur D.), Inc., San Francisco, Calif.; Urban Workshop, Inc., Los Angeles, Calif.
Spons Agency—Commonwealth Fund, New York, N.Y.; National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Pub Date Mar 73
Note—369p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Educational Planning, *Health Occupations Education, *Higher Education, Manpower Utilization, *Master Plans, *Medical Education, *Medical Schools, Professional Education, Program Descriptions
With the assistance of a consortium of subcontractors and with additional support provided by the Commonwealth Fund, the contractor has produced a Master Plan for the Drew Postgraduate Medical School in Los Angeles. The Bureau on developing a scope of work defined its interest in this contract as a demonstration of the planning process by which an academic institution in an economically and socially disadvantaged area and the members of the community can collaborate in health manpower education programs to raise the level of health in the community. The final contract report, which is the Master Plan, is in three volumes. The findings and recommendations of those participating in development of the Master Plan are addressed to such items as mission and role of the Drew School, the question of community participation, the relationships of the Drew School with the Martin Luther King Hospital, problems of faculty recruitment, patient care and academic programs, projections of necessary personnel and facilities, recommendations on site and site development, and projections for necessary capital expenditures. Additionally, the process by which these recommendations were reached is described and documented. (Author)

ED 078 796 HE 004 423
Greenleaf, Elizabeth A., Ed. And Others
Undergraduate Students as Members of the Residence Hall Staff.
National Association of Women Deans and Counselors, Washington, D.C.
Pub Date 67
Note—53p.
Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Bibliographies, *College Housing, *College Students, Dormitories, *Higher Education, *Resident Assistants, Resident Students, *Staff Utilization
There are many ways to staff residence halls. This document considers the objectives of residence hall programs, the responsibilities to which undergraduate students as staff members can be assigned, and the procedures for selecting, supervising, and preparing students for their responsibilities. Samples of forms, job descriptions, other pertinent materials and an extensive bibliography are provided. (MJM)

ED 078 797 HE 004 429
[The Status of Women at the University of North Dakota, 1971-72.]
American Association of Univ. Professors, Grand Forks, N. Dak.
Pub Date 2 May 72
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, Employment Opportunities, *Equal Opportunities (Jobs), *Higher Education, Sex Discrimination, *Teacher Salaries, *Women Professors, Women Teachers
Identifiers—*University of North Dakota
This report assesses some aspects of the status of women at the University of North Dakota, 1971-72. Four hierarchical levels were observed: the undergraduates, the graduate students, the total faculty and the Ph.D. and graduate faculty. The proportion of women decreased in movement upward in the hierarchy: 40%, 30%, 20% and less than 10%. Data provided no support for the equalization of proportions to the proportion of women. The "quality of life" for women and men at UND was assessed and results indicated inequities of salaries. The difference at the assistant professor level is $500 per year, while at the senior levels it is over $2,000. Recommendations suggest equalization of salaries. (MJM)

ED 078 798 HE 004 432
Kimmel, Ellen B.
Job Mobility of Men and Women Psychologists in the Southeast.
Pub Date [72]
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Faculty, Faculty Mobility, *Higher Education, *Job Satisfaction, *Occupational Mobility, *Professional Personnel, *Psychologists, Psychology, Research, Research Projects, Women Professors
This study investigates job mobility of men and women psychologists in the southeast. The sample consisted of 300 male and female regular members of the Southeastern Psychological Association whose names were taken from the 1972 membership list. Each person in the sample was sent a one-page questionnaire which asked for the date of their doctorate or terminal degree, the area of specialization within psychology and for a chronological listing of all the jobs held since the terminal degree was obtained. There was a 47% return, with 72 females responding and 74 of the males. Results indicated: (1) more men had the doctorate degree than women; (2) while both sexes specialized in an applied area more often than a basic area, this differential tendency was greater for women; (3) women were more often employed by agencies than men; (4) the mobility of men and women was not significantly different; (5) the level of highest position reported differed by sex. Men achieved the rank of full professor more often than women; and (6) men more often than women reported changing jobs in order to achieve professional advancement, or because of job dissatisfaction. (MJM)

ED 078 799 HE 004 433
MacDowell, Robert
Hiram College: New Curriculum Program. Final Report.
Hiram Coll., Ohio.
Spons Agency—George Gund Foundation, Cleveland, Ohio.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date Nov 72
Note—338p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Curriculum Design, *Curriculum Development, *Educational Innovation, *Higher Education, *Interdisciplinary Approach, Program Descriptions, *Student Centered Curriculum
Identifiers—*Hiram College
This document reviews curriculum innovation at Hiram College. The curriculum project consists of six innovations: the freshman institute, freshman colloquium program, the twentieth centrury course, interdisciplinary courses, areas of concentration, and activity units. The intensive study of and practice in communication are the purposes of the freshman institute held prior to the beginning of the fall quarter. The freshman colloquium program is an attempt to continue the small group learning process begun with the institute. The twentieth century course is a required three-quarter course designed to enlarge the perspectives of students in the arts, sciences, and major concerns of our time. Each student is required to complete three interdisciplinary courses after his freshman year; students are also permitted to bypass traditional majors by designing a program more suitable to their own needs. Activity units aim at providing limited credit toward graduation for a great variety of activities not included in the curriculum. (Author/MJM)

ED 078 800 HE 004 434
Rules and Regulations of Florida State Board of Independent Colleges and Universities -- Chapter 6A-13.
Florida State Board of Independent Colleges and Universities, Tallahassee.
Pub Date 72
Note—26p.; Revised
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Certification, Colleges, *Educational Philosophy, *Higher Education, *State Agencies, *State Licensing Boards, Statewide Planning, Universities
Identifiers—*Florida
The rules and regulations of the Florida State Board of Independent Colleges and Universities are indicated. Rules concern philosophy of higher education, institutional descriptive inventory, minimum standards for licensure, procedures for implementation and authority of the board. Membership and officers are listed. (MJM)

ED 078 801 HE 004 435
Terman, F. E. Higdon, Archie
A Study of Engineering and Engineering Technology Education in Florida.
State Univ. System of Florida, Tallahassee.
Pub Date Aug 71
Note—161p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Improvement, *Educational Quality, *Engineering Education, *Engineering Technology, *Higher Education, *Program Effectiveness
Identifiers—*Florida
This study reviews engineering education in Florida and investigates programs and plans for engineering technology. A questionnaire was prepared to obtain statistical data on the engineering activities at individual institutions. Deans of engineering schools responded to the questionnaires and site visits were made by consultants to each school. Results indicated engineering education is of particular importance to the state of Florida due to industrial development. At the same time, Florida lags behind developments taking place elsewhere in the country and as a result now lacks the quality it should have. Florida has made a sufficient start in technology education. Recommendations suggest the establishment of one and only one 4-year engineering technology program at a large 4-year engineering college in the state. Appendices include related material. (MJM)

ED 078 802 HE 004 436
Tinto, Vincent Cullen, John
Dropout in Higher Education: A Review and Theoretical Synthesis of Recent Research.
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date 30 Jun 73
Contract—OEC-0-73-1409
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dropout Identification, Dropout Rate, *Dropout Research, *Dropouts, *Higher Education, *Literature Reviews, Models
This document presents a review and theoretical synthesis of recent research on dropouts in higher education. The first chapter deals with defining dropouts from college, and in considering the various meanings applied to that term, suggests some needed modifications in the definition. The second chapter reviews recent data on dropouts in order to estimate both the effect of ability and social status on current rates of dropout and the degree to which rates of dropout have changed since 1965. The third and forth chapters deal respectively with the development of the basic theoretical model which seeks to explain dropout as an interactive process between the individual and the institution, and with the synthesis of recent research on dropout within that theoretical model. The fifth and final chapter utilizes the findings of the preceding two chapters in order to develop a modified definition which seeks to distinguish voluntary from nonvoluntary dropout and transfer from the permanent dropout from higher education. An extensive bibliography is included. (Author/MJM)

ED 078 803 HE 004 437
Gibb, Richard D.
A Master Plan for Public Higher Education in South Dakota.
South Dakota State Regents of Education, Pierre.
Pub Date Dec 70
Note—148p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Education, Educational Finance, *Educational Planning, Educational Programs, *Governance, *Higher Education, Junior Colleges, *Master Plans, *Statewide Planning, Teacher Salaries, Technical Education, Trustees
Identifiers—*South Dakota
This master plan for higher education in South Dakota addressed itself to several key areas: admissions, retentions and transfers, enrollment projections and building needs, governing structure, academic programs and role of each institution, financial aides, faculty salaries and benefits, and adult and technical education. Some major recommendations were: (1) Two of the state colleges should be closed, or if not closed, converted to junior colleges. Neither of the two institutions was closed but one was made a junior college and technical college branch of the University of South Dakota. (2) The Board approved a recommendation that there be a common course numbering system for all seven campuses and that college credit received by a student from one campus would be fully acceptable as comparable credit on any other state college or university campus within the state. (3) Arrangements also were made for a student who was enrolled on one campus to take courses on another without actually transferring. (4) The plan called for the creation of the Division of Continuing Education. (5) The number of courses with 10 or fewer students must be reduced. (6) All graduate programs must be rejustified to the Board. (Author/MJM)

ED 078 804 HE 004 440
Fact Book for the State University System of Florida, 1973.
State Univ. System of Florida, Tallahassee.
Pub Date 73
Note—125p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Faculty, *Degrees (Titles), *Educational Facilities, *Educational Finance, *Enrollment Trends, *Higher Education, Operations Research, Program Descriptions, Statewide Planning, Statistical Data
Identifiers—*Florida
This factbook presents information on the operations of the state university system of Florida, 1973. Statistical data is provided for enrollment, program and degree summaries, faculty and staff, physical facilities, finance, and miscellaneous. A glossary, campus maps, and organizational charts are included. (MJM)

ED 078 805 HE 004 447
Chickering, Arthur W.
Policies and Procedures for Granting Advanced Standing.
State Univ. of New York, Saratoga Springs. Empire State Coll.
Pub Date 14 May 73
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Academic Performance, *Advanced Placement, *Advanced Placement Programs, *Advanced Students, College Students, *Higher Education, School Policy
Identifiers—*Empire State College
The policies and procedures for granting advanced standing at Empire State College are based on three requirements. First, the learnings for which recognition is requested must be articulated. Second, the learnings must be pertinent to the student's goals and consistent with the educational goals of the college. Third, evidence must be generated in support of the learnings claimed. Two basic steps by which advanced standing is granted include portfolio preparation and application by the student and evaluation by the college. The portfolio is organized in three sections: an initial summary, a general essay, and an appendix of supporting evidence. Time requirements and records, including the transcript statement and portfolio, are reviewed. (MJM)

ED 078 806 HE 004 448
Alabama Consortium for the Development of Higher Education. Annual Report 1971-72.
Alabama Consortium for the Development of Higher Education, Demopolis.
Pub Date 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, Colleges, *Consortia, *Cooperative Planning, *Cooperative Programs, *Higher Education, *Interinstitutional Cooperation, Program Descriptions, Universities
The annual report of the Alabama Consortium for the Development of Higher Education (ACDHE) is presented in relation to its member institutions and ACDHE committees. The member institutions, including Alabama A&M University, Huntingdon College, Judson College Miles College, Stillman College, the University of Alabama, and the University of Montevallo, are briefly described and ACDHE committee members for each institution are listed. The work of committees include coordinating council of chief academic officers, visual and performaing arts, computers, curriculum and international programs joint purchasing libraries, media, public relations and science heads. Funding, the basic skills programs, and other accomplishments are included. (MJM)

ED 078 807 HE 004 449
Uncommon Means for the Common Task.
Lutheran Educational Conference of North America, Washington, D.C.
Pub Date Feb 72
Note—53p.; Conference proceedings of the 1972 Lutheran Educational Conference of North America, Washington, D.C., February 2-4, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Church Related Colleges, Conference Reports, *Educational Objectives, *Higher Education, *Interinstitutional Cooperation, *Private Colleges
This document presents the papers and proceedings of the Lutheran Educational Conference of North America's annual convention, 1972. The theme was chosen to underscore the need for cooperation among the Lutheran institutions of higher learning and to provide a vehicle for discussion of new developments in college-governmemt relations, current trends, and legislation. Two speeches are presented regarding the methods and goals of Lutheran colleges and a discussion of whether private church related colleges are truly private colleges. Following the presentations conference material is presented. (MJM)

ED 078 808 HE 004 469
Lavin, David E. Jacobson, Barbara
Open Admissions at the City University of New York: A Description of Academic Outcomes After Three Semesters.
City Univ. of New York, N.Y. Office of Program and Policy Research.
Pub Date Apr 73
Note—138p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, Academic Standards, *Admission Criteria, *College Students, Comparative Statistics, Dropout Rate, *Educational Opportunities, Grade Point Average, *Higher Education, *Open Enrollment, Performance, Program Descriptions, Student Characteristics
Identifiers—*City University of New York
This is a comparative study presenting data for 12 campuses of the City University of New York. The primary focus is upon the first freshman class under the Open Admissions Program that began in September 1970. Outcomes for this class are considered over a period of three semesters. The 1970 and 1971 freshmen are also compared with regard to their performance in the first term of their freshman year. The background of Open Admissions is described, and the major features of the program are discussed, with social and economic characteristics of the students also considered. Students are compared (within colleges and across colleges) on two major criteria of academic success: grade-point averages and rates of credit generation. A similar set of analyses are carried out with regard to the effects of remedial and compensatory education programs. Dropouts and nondropouts are compared with regard to the characteristics of their academic performance. Attrition data for the University are compared with national findings. The 1970 and 1971 freshmen classes are compared with regard to indices of academic success and the effects of remedial programs. (Author/MJM)

ED 078 809 HE 004 473
Kennelly, Jean Rupp
Collective Bargaining in Higher Education in the United States: Conceptual Models and a Survey of Incidence Among Faculty and Supportive Professional Personnel.
Washington Univ., Seattle. Coll. of Education.
Pub Date 72
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Collective Bargaining, *Collective Negotiation, *College Faculty, Colleges, *Employer Employee Relationship, *Higher Education, Models, Research, Research Projects, School Personnel, School Surveys, Teacher Militancy, Universities
This study (1) ascertains the incidence of collective bargaining activity involving faculty and supportive professional personnel, (2) determines the nature of the issues being negotiated, (3) extrapolates models of bargaining, and (4) analyzes and interprets relationships suggested by incidence, issues and models. Following an introductory discussion which touches upon the underlying concepts of terminological confusion, the inseparability of academic governance and collective bargaining, and individual-group imputations in bargaining, three models of bargaining--the collegial model, the managerial model, and the union model--are developed conceptually from the relevant literature. The empirical portion of the study consists of a national survey of American institutions of higher education. Survey data were gathered through a questionnaire mailed to 244 randomly selected institutions. Results indicated 29% of the respondent institutions reported collective bargaining activity in three stages. Fifteen percent reported developmental stage activity, 4% reported negotiations in progress, and 10% reported collective bargaining through the contract stage. (Author/MJM)

ED 078 810 HE 004 531
Fram, Jerry And Others
An Approach to Obtaining Student Evaluation of University Teaching: Part I - A General Discussion.
Maryland Univ., College Park. Dept. of Physics and Astronomy.
Report No—TR-72-117
Pub Date Jun 72
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Astronomy, *College Teachers, Decision Making, Evaluation, *Higher Education, Physics, Questionnaires, *Research Methodology, Research Projects, *Student Attitudes, *Teacher Evaluation, Universities
Identifiers—*Physics and Astronomy Teaching Survey
This document is a general presentation of the problems involved in obtaining student evaluation of university teaching, and of the types of decisions that must be made by those setting up the evaluation process. The presentation is illustrated by a description of the questionnaires and data processing methods employed in PATS (The Physics and Astronomy Teaching Survey) currently used by the Department of Physics and Astronomy at the University of Maryland. Related document is HE 004 317. (Author/MJM)

ED 078 811 HE 004 548
Aleamoni, Lawrence M.
Techniques and Contributions of the University of Illinois, Urbana-Champaign Campus, Placement and Proficiency System.
Illinois Univ., Urbana. Office of Instructional Resources.
Pub Date 73
Note—6p.; Presentation given at the American Educational Research Association Convention, New Orleans, Louisiana, March 1, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Academic Performance, Accelerated Programs, *Advanced Placement Programs, Advanced Programs, *College Placement, College Students, Curriculum Development, Equivalency Tests, *Flexible Progression, *Grouping (Instructional Purposes), Grouping Procedures, *Higher Education, Program Costs, Transfer Students
Identifiers—*University of Illinois, Urbana

The placement and proficiency system of the University of Illinois was designed to promote good student attitudes towards courses into which they were placed enable students to perform near their maximum capability, reduce the instructor's burden by generating relatively homogeneous ability groupings in courses, and encourage students to begin advanced work at an earlier period in their academic careers. Implementation of the system is based on the establishment of an examination, a software program, incorporating decision rulings. Long-term benefits derived from the system suggest: (1) instructional costs could be reduced or rechanneled; (2) students could be permitted to graduate in less than 4 years; (3) students could be allowed to obtain credit for knowledge gained outside of the college classroom; (4) alternate tracks could be provided for students to satisfy course and program requirements; (5) students could be afforded the opportunity of pursuing major areas in great depth and of exploring new academic subjects; and (6) tests could be established to guide transfer students into appropriate programs of study. Related document is HE 004 112. (MJM)

JC

ED 078 812 JC 730 142

Community Services Brief.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Council on Community Services for Community and Junior Colleges, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Note—10p.; Paper prepared for the National Conference, "Community Continuing Education: Alternative Approaches to Responsibility" (UCLA, July 16-17, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, *Community Services, *Educational Philosophy, Educational Programs, Instructional Materials, Junior Colleges, *Models, Post Secondary Education, Program Administration, Program Descriptions

This Brief reviews a variety of materials about two-year college community services programs. Specific topics include: their philosophy and definition, organization and administration, descriptions of noteworthy programs, and models for new community service programs. (Author/CK)

ED 078 813 JC 730 150

Staff and Program Development in Florida's Public Community Colleges, 1971-1972.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date Mar 73

Note—60p.

Available from—Department of Education, Textbook Services, Tallahassee, Florida 32304, prepayment of $.50 each

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, Instructional Improvement, Post Secondary Education, Program Descriptions, *Program Development, *Program Improvement, *Staff Improvement, State Programs, *Tables (Data)

Current staff and program development guidelines and forms for the State of Florida are provided. The institutional activities supported through the staff and program development appropriation for 1971-72 for community colleges are reported in tabular form. The name and object of each activity are given, followed by the functional area primarily served, the college program primarily served, an indication of whether it is a compensatory or special program and whether it is completed or not completed, the actual cost, and ratings of the success and value of the activity. Data concerning allocations and expenditures are also provided. (KM)

ED 078 814 JC 730 151

Gold, Ben K.

"Student Evaluation of an Experimental Course Conducted Via Conference Telephone."

Los Angeles City Coll., Calif.

Report No—R-Study-73-13

Pub Date Jun 73

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Course Evaluation, *Instructional Innovation, Management Education, Post Secondary Education, Questionnaires, Staff Improvement, *Student Opinion, Technical Reports, *Telephone Instruction

This study summarizes student responses to an evaluation questionnaire and some performance statistics for a special "conference telephone" class in organization and management theory offered by Los Angeles City College to employees of the Pacific Telephone Company. The conference telephone setup permitted the students to take the class at their employment location. The instructor rotated his appearances among the five offices participating in the program. A total of 145 students enrolled in the nine sections of the course. It was found that: (1) 92% received a grade of A, B, or C; (2) over 3/4 were females and nearly 80% were in non-management positions; (3) there were no significant differences in performance between noon and evening classes, between males and females, and between management and non-management personnel; and (4) student response to the program (especially to the instructor) was highly favorable. Many suggestions for future course offerings of this type were offered. (Author/KM)

ED 078 815 JC 730 152

Turnage, Martha

Mountain Empire: The Community's College.

Mountain Empire Community Coll., Big Stone Gap, Va.

Pub Date 24 Apr 73

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Planning, *College Role, *Community Colleges, *Community Involvement, *Community Service Programs, *Educational Objectives, Post Secondary Education, Relevance (Education), Speeches, Student Characteristics

Before a community college can make an impact on the community, there must be an understanding of the milieu of the community and a shared commitment to the college's mission. To be effective, the college must provide direction to and receive direction from its constituents. A survey was conducted among approximately 15,000 adults in the service area of Mountain Empire Community College in Virginia to ascertain the quality of life of the people. Most of the students are first-generation college students from small high schools who did not participate in many high school activities. Most of them work and get financial aid. Coal is the only major industry in the area, a fact that slows community development and leadership. A substantial percentage of families fall in the poverty level. A sizeable number of residents are not community participants. The college has a number of older students, and there are a substantial number of public school dropouts in the area that the college could reach. The college is beginning continuing education classes for adults with five mobile classrooms. In spite of the community service and continuing education emphasis, the regular instructional program is still central to the college's function. An analysis of social and educational trends is necessary in order for the college to be responsive. Charting an effective course would be helped by a clear mission statement, community field experiences for the faculty, and a series of community days through the school year for discussions among faculty, community people, and students. (KM)

ED 078 816 JC 730 153

Landini, Albert *Bannister, R. Wayne*

Student Residence Locations and Associated Census Data. Interim Report.

Pub Date Jun 73

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Census Figures, Community Colleges, *Computer Programs, *Data Bases, Demography, Disadvantaged Groups, Handicapped, *Maps, Post Secondary Education, *Student Enrollment, Technical Reports

The primary purpose of this project was to build a data base that would aid in identifying disadvantaged persons and later in identifying handicapped persons in the services areas of the Los Angeles Community College District. Five main steps were involved: (1) finding a machine readable file of all enrolled students in the District; (2) defining the District in terms of consus tracts included within it; (3) obtaining and installing the necessary software and reference files at the District's computer center and preparing special computer programs; (4) preparing the geographic data for input to the computer mapping program; and (5) using specialized software to add census tract identifiers to each student record. Several technical tools were produced and/or installed for the District: L.A. Co. ACG, a geographic base file; ADMATCH, an address matching program; SYMAP, a computer mapping program; base map of district outline on county census tract map; listing of all 1970 census tracts in county and in District; "An Outline" L.A. Co.; "B Data Points" county 1970 census tract centroids; "C Otolegend" District outline; ten student enrollment maps; eleven census data maps; student enrollment report; and census data report. (KM)

ED 078 817 JC 730 154

Johnson, B. Lamar, Ed.

The Junior College Board of Trustees. Occasional Report No. 16.

California Univ., Los Angeles. Junior Coll. Leadership Program.

Pub Date Feb 71

Note—62p.; Report of a Conference Sponsored by the UCLA Junior College Leadership Program, The American Association of Junior Colleges - New Institutions Project, The Regional Education Lab for the Carolinas and Virginia, Duke University, Junior College EPDA Project

Available from—UCLA Students' Store, Ackerman Union, 308 Westwood Plaza, Los Angeles, California 90024 ($2.00 each)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Responsibility, *Administrator Role, College Administration, Community Colleges, Conference Reports, *Governing Boards, *Junior Colleges, Leadership Responsibility, Post Secondary Education, *Trustees

A conference on the junior college board of trustees was sponsored by the UCLA Junior College Leadership Program, the AAJC–New Institutions Project, the Regional Education Laboratory for the Carolinas and Virginia, and the Duke University Junior College EPDA Project. The following papers were delivered: (1) "The Role and Responsibilities of Community College Boards of Trustees" by P. Cameron De Vore; (2) "Accountability for Student Learning: A Board Responsibility" by John E. Roueche; (3) "The Junior College Board of Trustees and College Finance" by James W. Hobson; (4) "The Junior College Board of Trustees and the President: A Report of a National Survey" by Don A. Morgan; (5) "The Junior College Board of Trustees and Negotiations with Faculties" by Douglas F. Williams; (6) "The Junior College Board of Trustees and Student Activism" by John Lombardi; (7) "Expanding Perceptions of Junior College Board Members: A Report of a Workshop" by Thomas M. Hatfield; (8) "Junior College Trustees: Organizing for Work Together I" by William H. Meardy; and (9) "Junior College Trustees: Organizing for Work Together II" by Richard E. Wilson. (KM)

ED 078 818 JC 730 155

Morrison, James L. *Ferrante, Reynolds*

Compensatory Education in Two-Year Colleges. Report No. 21.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Apr 73

Note—60p.

Available from—Make inquiries to Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Role, *Community Colleges, *Compensatory Education, Compensatory Education Programs, Counseling Services, *Disadvantaged Groups, *Junior Colleges, *Minority Groups, Recruitment, Surveys, Technical Reports

The public two-year college in its exemplary (comprehensive) form is an open admissions institution characterized by diverse curricular offerings, with a heavy emphasis on guidance and counseling, as well as an emphasis on compensatory and continuing education. The major focus of this study was to examine, by a survey of community colleges, the nature and extent to which compensatory practices and programs exist in

two-year colleges for the minority group academically disadvantaged. Subject to normal research limitations, conclusions may be considered as representative of all two-year colleges in this country. Almost all have personal, academic, vocational-occupational, and job placement counseling. Only 40% have the curricular offerings and admissions policies expected of public community colleges. Although almost all public two-year colleges state that they have an open admissions policy, almost 45% require more than a high school diploma or some minimum age standard. It appears that public two-year colleges need additional emphasis on recruitment teams to go into the ghettos. Since only 17% have courses in ethnic studies, more is needed in this area. One-fifth of the private two-year colleges have special programs for the academically disadvantaged, and 2/3 have developed special courses for them. Approximately 40% of the public two-year colleges have special programs for the disadvantaged, a dramatic increase over the past decade but still inadequate in view of the purpose of the community college. (Author/KM)

ED 078 819 JC 730 156

Willett, Lynn H. Piland, William E.

Employer Evaluation of Occupational Programs.

Moraine Valley Community Coll., Palos Hills, Ill.

Pub Date 13 Jul 73

Note—21p.; Paper presented at the North Central Special Interest Group for Community-Junior College Research--American Educational Research Association (Ann Arbor, Michigan, July 13, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Employer Attitudes, Employers, *Followup Studies, Institutional Research, Interviews, Post Secondary Education, *Program Evaluation, Questionnaires, Technical Reports, *Vocational Education

In an effort to meet the need for a more comprehensive program evaluation, staff at Moraine Valley Community College developed a questionnaire and interview schedule to obtain feedback from employers concerning career programs. Questionnaires were sent to all employers who hired graduates of occupational programs between 1969-71; over 80% returned the questionnaires. A sample were selected for the interview phase as well; interview schedules were completed for 60% of the sample. Factor analysis of the original 25-item questionnaire designed to evaluate technical, human relations and problem-solving skills revealed that employers evaluated graduates using a two-dimensional structure that included only technical and human relations skills. Results showed that: (1) employers rated as effective or highly effective their employees' training; (2) evaluations for public service, health and business programs were similar; (3) public service graduates were rated slightly higher in technical skills than business and health graduates; (4) personality factors were mentioned most often as areas of strength or weakness; (5) the chances for advancement of half the graduates were rated higher than the chances of other employees in similar positions; (6) supervisors were interested in hiring graduates; and (7) a positive correlation exists between college evaluation and job performance evaluation. Program changes were recommended on the basis of these data. (KM)

ED 078 820 JC 730 157

Willett, Lynn H.

Health Occupations Survey.

Moraine Valley Community Coll., Palos Hills, Ill.

Pub Date Mar 72

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, Educational Needs, *Employment Opportunities, *Employment Projections, Employment Trends, *Health Occupations, Health Personnel, Institutional Research, *Labor Supply, *Manpower Needs, Post Secondary Education, Questionnaires, Subprofessionals, Surveys, Technical Reports, Vocational Education

A survey was conducted to determine the need for health occupations personnel in the Moraine Valley Community College district, specifically to: (1) describe present employment for selected health occupations; (2) project health occupation employment to 1974; (3) identify the supply of applicants for the selected occupations, and (4) identify existing training programs for these occupations. Job titles were identified and associated with their respective health employers. A total of 347 health employers were contacted through four different mailings; a total of 163 (47%) questionnaires was returned. In addition, administrators from four hospitals and three large nursing homes were interviewed. Among the results were the following: (1) rapid employment growth is expected nationally during the 1970s in all health occupations; (2) supply is not expected to keep up with demand, nationally; (3) a decrease in the percent of professionals (doctors, etc.) and a corresponding increase in the percent of technicians is anticipated during the 1970s; (4) nursing and related occupations account for 80% of the health employment in the MVCC district; (5) two-year projections by district employers anticipate largest growth in laboratory and dental occupations; (6) shortages of qualified applicants for several occupations were reported by MVCC employers; (7) on-the-job training exists for a number of occupations; and (8) short courses or seminars are needed on a variety of topics. Predictions and future program possibilities are offered. (KM)

ED 078 821 JC 730 158

Willett, Lynn H.

Non-Persisting Student Follow-Up.

Moraine Valley Community Coll., Palos Hills, Ill.

Pub Date Mar 73

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Dropout Attitudes, *Dropout Characteristics, Dropout Research, *Followup Studies, *Institutional Research, Post Secondary Education, Questionnaires, Surveys, Technical Reports

A survey was conducted to determine the characteristics and opinions of the non-persisting students at Moraine Valley Community College. A random sample of 500 non-persisting students was selected, with equal numbers of full-time and part-time ex-students. Separate questionnaires were used for non-persisting full-time and non-persisting part-time students. A total of 227 students (45%) returned the questionnaire following two attempts. A sample of non-respondents was telephoned and their answers compared with those of the mail respondents. Demographic variables were taken from the student record files. Among the results were the following: (1) higher retention occurs within an academic year (fall to spring) than between academic years; (2) although retention rates remain stable, the number of students lost increases each semester; (3) 9% subsequently re-enrolled two semesters later; (4) full-time non-persisters gave transfer or goal achievement as the principal reason for not returning, which part-time non-persisters most often indicated personal reasons for not returning; (5) full-time non-persisters cited "transfer to another college" as their goal, while part-time non-persisters were almost equally distributed among the 5 categories of educational goals; (6) no relationship existed between the number of hours a student was employed and his goal accomplishment; (7) understanding and implementation-oriented instruction received higher evaluations than did dissemination-oriented instruction. (KM)

ED 078 822 JC 730 159

Scott, Craig S. And Others

Vocational Choice Stability and Career Development.

Pub Date 13 Jul 73

Note—43p.; Paper presented at Annual Meeting of the American Educational Research Association's North Central Special Interest Group for Community-Junior College Research (Ann Arbor, Michigan, July 13, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Change, Career Choice, *Followup Studies, *Junior College Students, Occupational Aspiration, *Occupational Choice, *Occupational Clusters, Post Secondary Education, Surveys, Tables (Data), Technical Reports

A study was conducted to examine changes in the vocational choices of a national sample of junior-community college students. Holland's psychological classification scheme for vocations--realistic, investigative, conventional artistic, enterprising and social--were used. The dependent variable was constructed by comparing each student's fall, 1970, vocational choice on the Career Planning Profile to his or her spring, 1972, vocational choice on the Career Planning Profile Follow-up Questionnaire. Follow-up questionnaires were sent to and administered by the 62 participating institutions. A total of 4,592 completed questionnaires were returned. Application of four sample selection criteria resulted in a final sample of 2,928. Male changers tended to report more business detail competencies and score slightly higher on trade interests than male nonchangers. Female changers tended to report fewer science competencies and score slightly higher on business contact interests than female nonchangers. Aside from these differences, nonchangers did not differ greatly from changers. Variations were noted in the types of vocational choice change exhibited by individuals whose original choices were in different major categories. Of the 1,498 who changed major categories, 30% changed to the realistic category, 22.5% changed to the investigative category, and 19.7% changed to the social category. Changers differed very little from nonchangers on the interest, ability, and familial background variables. (KM)

ED 078 823 JC 730 160

Parker, David L. Creager, Joan G.

A Program for the Creation of a Biotechnical Curriculum. Annual Report.

Northern Virginia Technical Coll., Baileys Crossroads.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-C-019

Pub Date 7 Mar 73

Grant—OEG-3-71-0078

Note—52p.

Available from—Northern Virginia Community College, Division of National Sciences and Mathematics, Alexandria Campus, 3443 S. Carlyn Springs Road, Baileys Crossroads, Virginia 22041

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Autoinstructional Programs, *Curriculum Development, Employment Opportunities, Post Secondary Education, Questionnaires, *Schedule Modules, *Science Careers, *Subprofessionals, Surveys, Technical Occupations, Technical Reports, Vocational Education

The purpose of this project was broadened to include other science technologies and the curriculum was renamed Science Technology. A survey of employers in the Northern Virginia area indicated that there were employment opportunities in a wide range of science technologies and many laboratory skills are common to all the job activities of currently employed technicians. Based on these findings, curricula for a two-year degree and a one-year certificate were prepared. The science technology components of these curricula were developed as modules, self-instructional, self-pacing, independent units of instruction. A total of 35 modules are currently available. Of these, five were obtained from other sources, two were produced by students, and the remainder were developed by the project director. Some of the modules have been tested by students. Testing the modules by students, revision on the basis of their recommendations, modification of ChemTec materials for the program, and arrangements for the on-the-job training phase of the curricula are being carried out. (Author/KM)

ED 078 824 JC 730 161

Phillips, James A.

Instructional Objectives in Economics Teaching: Philosophy, Effect, and Extent of Use.

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, *College Curriculum, *Course Objectives, *Economic Education, *Educational Objectives, Higher Education, Learning Characteristics, Research Reviews (Publications), *Teaching Techniques, Technical Reports

This paper defines and develops the use of instructional objectives in economic education. Such teaching technique is hypothesized to improve economic understanding through improved learning efficiency and evaluation of learning achieved. Instructional objectives are defined and exemplified, both in general literature and specific practice. In addition, the present extent

of instructional objective use in economic education is surveyed, and research studies of instructional objective effect are reviewed. Recommendation is made for further research studies of instructional objective effect, for further implementation of instructional objectives in college economics programs, and for organizational (AEA, WEA, JCEE) activity and encouragement. A complete bibliography of instructional objective literature (construction, theory, implementation, research) is provided. (Author)

ED 078 825 JC 730 162

Stutz, Frederick H. And Others

Evaluation of Selected Two-Year College Certificate and Diploma Programs. Project Report.

New York State Education Dept., Albany. New York Research Coordinating Unit.; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Pub Date 72

Note—185p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Community Colleges, *Data Collection, Educational Certificates, *Evaluation Techniques, Interviews, *Program Evaluation, Questionnaires, Student Attitudes, *Student Certification

Identifiers—*New York State

The certificate and diploma programs in seven 2-year colleges of New York State were studied to determine conditions under which such programs succeed and to advise other 2-year colleges of the feasibility of operating such programs or modifications of such programs. Specific objectives of the study were: (1) to view certificate and diploma programs in terms of administrative and fiscal support levels, curricula, staffing patterns, selection, counseling, instruction and placement of students, regional relations, and attitudes toward programs of key parties involved; (2) to determine conditions under which programs or program elements achieve success as measured by program goals and the judgments of on-site personnel as to how well these goals are met: (3) to suggest conditions under which program or program elements may be successful if used in other two-year college settings; and (4) to report findings and recommendation to the New York State Education Department and other appropriate agencies and individuals. Procedures employed in the study were a literature search, on-site visits to each of the colleges, interviews, requests for written information, and a student questionnaire. The study findings, which are presented in detail, relate to Administration and Organization, Student Personnel Services, Instruction, Regional Relationships, and The Responsibility of State Government. The views of students as to recruitment, program quality, and college services are provided. Forty-one recommendations are made. Appendixes are the Request for Data; Sample Interview Schedules; Individuals Interviewed; Letter, Student Questionnaire, and Results; and Selected Written Sources of Information. (DB)

ED 078 826 JC 730 163

Beeler, Kent D.

Conversion Patterns of Four-Year Institutions to Two-Year Institutions: 1948-1973.

Pub Date 13 Jul 73

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Colleges, *Educational Research, Higher Education, *Junior Colleges, Post Secondary Education, *Profile Evaluation, *School Organization, Statistical Data, Surveys

A descriptive analysis is provided of institutional activity and characteristics of 20 four-year institutions that converted to a two-year status during the last 25 years. Institutions included in this study were identified from the annual issues, 1948-49 through 1972-73, of the "Educational Directory, Part 3." The information is profiled as to the following characteristics: (1) institutional control, (2) student body, (3) enrollment category, (4) academic calendar, and (5) regional accreditation. Following a review of pertinent literature, survey data related to these five points are discussed and tabulated. It was found that: (1) as to type of control, slightly over 50% (11 of the 20) of the transformed institutions were operated under church-related auspices, two were public and seven were under independent sponsorship; (2) as to type of student body, 3 out of 4 institutions involved in a downward shift had a coeducational student body enrolled on their campus; (3) data related to enrollment category show that 13 of the institutions had fewer than 300 students and four out of five has less than 500 enrolled; (4) in relation to academic calendar, 13 of 18 institutions that reported such data operated on the semester calendar system at the time of their academic transformation; and (5) using the boundaries of the six regional accrediting associations, the geographic distribution of the affected institutions revealed that the North Central and Northwest accrediting areas were most involved. The overall results show that less than one institution (0.8) annually sought an academic shortening during the period of the survey. (DB)

ED 078 827 JC 730 164

Koltai, Leslie

President-Board Relationships: Building a Bridge of Communication.

Pub Date 9 Jul 73

Note—13p.; Paper presented at Summer Workshop for New Community Junior College Presidents and Wives (July 9, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, *Administrator Attitudes, *College Faculty, *Communication Skills, Community Colleges, Information Dissemination, *Interpersonal Relationship, Post Secondary Education, Speech, Speeches, Task Performance

Statements on the need of college presidents for extensive preparation in advance of performing their tasks well and of maintaining good relationships with their Boards of Education are presented. Individual topics include: total community picture, image projection, review of presentations, attitude formation, type of audience, and information dissemination. (CK)

ED 078 828 JC 730 165

Amor, Charles W.

The Development of the Hawaii State Senior Center.

Hawaii Univ., Honolulu. Honolulu Community Coll.

Pub Date 73

Note—47p.; Paper presented at the Summer Institute on Social Gerontology (Ann Arbor, Michigan, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, *Human Services, *Innovation, Post Secondary Education, *Senior Citizens, *Social Action, Speeches

Identifiers—Hawaii, *Honolulu Community College

A multi-purpose senior center within a community college setting is the focus of this presentation. The following points are discussed: (1) the historical development of the Hawaii State Senior Center with respect to national and local programs on aging; (2) the financial means of expanding and supporting the various stages of development; (3) the program impact of the community college staff and the students; and (4) the involvement of the legislature and the political fiscal situation that has prevailed. The Honolulu Community College is developing a Department of Human Services. It is envisoned that the Senior Center will be a major component of this department. The pros and cons of recommendations made are discussed. (DB)

ED 078 829 JC 730 166

Cook, Gordon

The Relationship Between Perceived Influence Measures and Member Attitudes of (A) Policy Agreement, (B) Superior-Subordiante Relations, and (C) Peer Relations in Selected Community College Departments in Maryland -- A Summary.

Pub Date [72]

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Attitudes, College Faculty, *Community Colleges, Correlation, *Hypothesis Testing, Organizational Climate, Post Secondary Education, *Power Structure, Questionnaires, Statistical Analysis, *Teacher Attitudes

Identifiers—*Maryland

An investigation was made of influence in 77 academic departments of 11 community colleges in Maryland. The purposes of the investigation were to examine the relationship of perceived measures of influence to member attitudes of (a) policy agreement, (b) superior-subordinate relations, (c) peer relations; to examine the aslopes of the distribution of actual influence and the distribution of actual influence over programming curves; and to examine the amount of passive influence within departments. Twelve hypotheses were tested. All full-time teaching faculty within the 77 departments were asked to complete a questionnaire during Fall 1971. A total of 662 usable questionnaires (60%) were returned. Analyses of the data showed positive and significant correlations between total amount of actual influence and member attitudes of policy agreement, superior-subordinate relations, and peer relations. There were negative and significant correlations between variability among the orientation of influence curves and member attitudes of policy agreement and superior-subordinate relations; there was a negative and non-significant correlation between variability among the orientation of influence curves and peer relations. The analyses showed negative and significant correlations between variability about the distribution of actual and ideal influence curves and member attitudes of policy agreement, superior-subordinate relations, and peer relations. There were significantly more negatively sloped distribution of actual influence curves than positively sloped curves, and there were significantly more positively sloped distribution of influence over programming curves. There were no significant differences in the means which determine passive influence curves within the departments. (DB)

ED 078 830 JC 730 167

Greenberg, Barry

Predicting Who Will Withdraw During Their First Semester of Attendance at Miami-Dade Junior College, South Campus.

Miami-Dade Junior Coll., Fla. Dept. of Educational Research.

Pub Date Jun 72

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Freshmen, *Data Analysis, Discriminant Analysis, *Dropout Research, *Junior Colleges, Post Secondary Education, *Predictive Validity, Technical Reports

Identifiers—*Miami Dade Junior College

One phase of an investigation of the high attrition rate of junior colleges, this study sought to determine whether it is possible to predict, before classes begin, if an entering student will stay through or withdraw during the first semester. Data obtained in Phase One of the study of 653 entering students were augmented with high school test data and parental occupational information. Two data decks--one for persisters and one for withdrawers--were used in the discriminant analysis. The variable, Social Studies Florida Twelfth Grade score, emerged as the most significant in discriminating between persisters and withdrawers. Student status, i.e., full-time or part-time students, was generally second in importance, but was significant in only one of the five analyses, with the full-time student always more likely to persist than his part-time peer. Third in significance was generally race, with blacks less likely to persist than whites or "others." It was found that with the Florida Twelfth Grade excluded, high school rank entered significantly, the student having the better high school standing more likely to persist than one with a lower standing. When all academic data were excluded from the analysis, none of the other variables were significant in discriminating between persisters and dropouts. It was found that the data available would lead to predictions of about 65% accuracy. (DB)

ED 078 831 JC 730 168

Arkansas's Need for Community Junior Colleges.

Arkansas State Dept. of Higher Education, Little Rock.

Pub Date Jul 72

Note—35p.; Report of the Advisory Commission on Community Junior Colleges

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Faculty, *Community Colleges, *Junior Colleges, Post Secondary Education, Public Opinion, Student Needs, Teacher Qualifications, Technical Reports, *Vocational Education

Identifiers—Arkansas

Various points emphasizing Arkansas' need for community junior colleges include: (1) Community colleges will cater to local educational and

vocational needs; (2) Faculty members will possess special abilities; and (3) Community colleges can advance public acceptance of occupational education. (CK)

ED 078 832 JC 730 169
Further Development of Arkansas Higher Education.
Arkansas State Dept. of Higher Education, Little Rock.
Pub Date Jul 72
Note—43p.; Report to the Legislative Council, the 69th General Assembly and Governor Dale Bumpers
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Role, *Community Colleges, *Data Analysis, Educational Needs, *Feasibility Studies, Higher Education, *Junior Colleges, Post Secondary Education, Technical Reports, Universities, Vocational Education
Identifiers—Arkansas
A report is given to present a comprehensive analysis of the need for additional higher education in Arkansas, a coordinated approach which will best serve the needs of the state's citizens, and responses to resolutions calling for feasibility studies for community junior colleges. The report begins with a brief review of the history and role of higher education and coordination in higher education in Arkansas. An analysis and description of the need for expansion of higher educational opportunities in Arkansas is presented. Then four major options for expansion are discussed: (1) additional state colleges and universities, (2) branch campuses, (3) separate academic and technical institutions, and (4) community junior colleges. (Author/CK)

ED 078 833 JC 730 170
Nevins, Margaret
Illinois Junior Colleges Learning Resources Program Survey.
Pub Date 73
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, College Faculty, Educational Planning, Educational Resources, Guides, *Junior Colleges, Post Secondary Education, *Questionnaires, *Surveys
Identifiers—Illinois
A survey was conducted to inform the community of the current concerns of area community colleges in the State of Illinois. The Guidelines for Two-Year College Learning Resources Programs were used as a basis for the questionnaire developed and administered. Findings include: (1) Provision is made for a Learning Resources program in the community colleges of respondents; (2) More than 30% of respondents felt that the responsibilities and functions of their learning resources programs were not clearly defined; and (3) Over 50% felt that the relationship of the learning resources program to the total academic program did not deeply involve the professional staff in all areas of academic planning. (Author/CK)

ED 078 834 JC 730 171
Alfred, Richard L.
Assessment of Community College Enrollment Patterning: A Sociocultural Analysis.
Metropolitan Junior Coll. District, Kansas City, Mo. Office of Educational Development and Research.
Report No—R-S-105-73
Pub Date Apr 73
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Demography, *Enrollment Trends, *Factor Analysis, *Junior Colleges, Literature Reviews, Models, Post Secondary Education, Technical Reports, Urban Areas
Identifiers—Missouri
In this study of enrollment patterning in colleges of the Metropolitan Junior College District, major examination is undertaken of the impact of selected quantitative and qualitative factors on enrollment distribution in regional community colleges. This investigation is based upon an educational planning model derived from the theoretical framework of social demography and serves to describe patterning of college enrollment in terms of the sociocultural milieu of district community colleges. A review of the literature relevant to organizational growth and dynamics of two-year colleges in the United States was made. Findings include: (1) During a period of slow college enrollment throughout the nation, the Metropolitan District colleges have demonstrated the capacity to increase headcount and FTE enrollment; (2) Student utilization of parking facilities at the urban community colleges of the district approximates a rate of 57% over a one-week instructional period; and (3) Modes of student access to suburban community college facilities are somewhat limited. (Author/CK)

ED 078 835 JC 730 172
Blai, Boris, Jr.
Art Education - Means or End?
Harcum Junior Coll., Bryn Mawr, Pa.
Pub Date 73
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Education, Cognitive Processes, College Students, *Comparative Analysis, Educational Policy, Emotional Development, Environmental Influences, Females, *Hypothesis Testing, Literature Reviews, *Pilot Projects, Post Secondary Education, Problem Solving, Stimulus Devices, Technical Reports, Test Results, *Visual Arts
Identifiers—*Read (Herbert), SAT, Scholastic Aptitude Test
A pilot study to investigate the views of Sir Herbert Read on art education is presented. The views include: (1) Real art education (visual language) represents a group of stimuli-response behaviors which direct and shape us; (2) The policy of education through art is based on the hypothesis that the images we evoke in the course of any kind of cognitive activity have a universal significance; and (3) The bulk of the cues and stimuli in our time-life-environment are visual. A review of the literature was undertaken. A group of 28 females matched in terms of College Board Scholastic Aptitude Test verbal and math scores were measured in terms of emotional well-being, study skills and readiness, and problem-solving abilities. The t-ratio for the percentile averages earned by Group A (Visual Arts majors) and Group B (non-Visual Arts majors) was zero. Therefore, no statistically significant evidence was found to support Sir Herbert's presumption that art education eventuates in improved study habits and attitudes. (CK)

ED 078 836 JC 730 173
Palola, Ernest G. Bradley, A. Paul, Jr.
Substantive Planning for Independent Junior Colleges.
Pub Date Apr 73
Note—14p.; Paper prepared for the Long-Range Planning Institute for Independent Junior Colleges sponsored by NCIJC and Mount Olive College, April 4-6, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Administration, *College Planning, College Programs, *Educational Change, *Educational Objectives, *Junior Colleges, Organizational Climate, Participation, Post Secondary Education, Speeches
Seven planning conditions necessary if junior colleges, both independent and public, are to maximize their chances for accomplishing change and self-renewal are summarized: (1) balancing of qualitative and quantitative planning, (2) establishing college priorities, (3) integrating college planning with that in related areas, (4) linking resources to college priorities, (5) carrying out research and development activities, (6) opening structures for participation, (7) building external support. Suggested ways of meeting these conditions are made. (Author)

ED 078 837 JC 730 174
Graziano, Anthony F.
Junior Colleges Hopes and Frustrations.
Illinois Univ., Champaign.
Pub Date 72
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Admission Criteria, *College Role, Community Colleges, Cost Effectiveness, *Educational Opportunities, *Enrollment Trends, Junior Colleges, *Open Enrollment, *Post Secondary Education, Remedial Programs, Universal Education
Identifiers—*Illinois
Public two-year colleges, which enroll more than half of all Illinois undergraduates enrolled in the public sector are bearing the brunt of the shift from "mass" to "universal" higher education. But recent evidence raises serious questions about whether a dual track system in higher education is being established which segregates by academic aptitude, achievement, and thus, to some extent, by SES. Student and institutional expenses at the two-year college far exceed what is popularly supposed. The total academic year budget for the State's junior college students is approximately $1,900, while that for senior college students is approximately $2,100. The taxpayer's cost is approximately 30% higher for the junior colleges than for freshmen-sophomore instruction in the senior institutions. We should examine the comparative costs of junior college remedial work to the cost of doing the job right at the elementary and secondary levels. Questions have arisen about the desirability of encouraging commuter higher education in view of studies showing that some types of students, particularly those from low-income and minority groups, do better at a resident college away from home. Evidence also exists that junior colleges do not increase the proportion of the college-age population who earn bachelor's degrees. But nearly 70% of the junior college operating budgets are expended on transfer programs. We must define what we mean by the qualifications for higher education and determine whether the expansion of post-secondary "opportunities" has reached a point of diminishing returns. Education from kindergarten through the Ph.D. must be considered in determining priorities. (For related documents, see HE 004 271-273, 004 281-289.) (KM)

ED 078 838 JC 730 175
Graziano, Anthony F.
Possible Limiting Factors Operating on Junior College Growth.
Illinois Univ., Champaign.
Pub Date 20 Dec 72
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Colleges, *Demography, *Enrollment Influences, Enrollment Projections, Enrollment Rate, *Enrollment Trends, Junior Colleges, *Post Secondary Education, *Statistical Data, Student Enrollment, Tables (Data)
Identifiers—*Illinois
The rate of increase of Illinois junior college enrollment has decreased for the past several years. One reason for this may lie in the fact that the consumption of a service has its greatest rate of increase in the early stages of the supply of the service. As the unmet demand for it becomes satisfied, additional consumption decreases, approaches zero, or may become negative if the consumer population becomes smaller. This paper deals with two demographic factors which are likely to limit junior college growth: (1) the size of high school graduating classes, which are reaching a natural limit because of the deceleration of the birthrate in the late 50s and early 60s; and (2) the shifting nature of the demand for junior college instructional programs. The following data, tabulated in appendices, are discussed in relation to these two factors: (1) junior college districts and standard metropolitan statistical areas (SMSA) of Illinois; (2) number of high school graduates–actual to 1970, projected beyond; (3) junior college fall enrollment for the State through 1972; (4) junior college enrollment and high school graduates for the northern, central and southern counties; (5) the distribution of junior college teaching loads by SMSA; and (6) distribution of junior college teaching load by major program subfunctions (baccalaureate, vocational, technology, adult and continuing, and general studies) for the northern, central and southern counties. (KM)

ED 078 839 JC 730 176
Turnage, Martha Moore, Roderick
Home Crafts Days at Mountain Empire Community College Bridge Generation Gap in Mountain Youth's Search for Identity.
Mountain Empire Community Coll., Big Stone Gap, Va.
Pub Date 73
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Community Involvement, *Craftsmen, Design Crafts, Human Resources, Music Appreciation, *Musicians, *Older Adults, Post Secondary Education, Program Descriptions, Rural Education, School Community Programs

Mountain Empire Community College has a commitment to preserve, learn, and teach the heritage of mountain folk. Community participation by those who can teach the heritage of the area is a part of the implementation of this commitment. Some of the older people in the MECC service area either take the course work in folklife or come to the classes and serve as resource persons, activities that give the older people a renewed feeling of self-worth, stimulate a new pride in mountain life, and help to bridge the generation gap. In the first year of the college's operation, over 4,500 persons participated in the semi-annual Home Crafts Days, during which older craftsmen demonstrate and teach crafts once considered essential for survival in the mountains, such as shoeing mules, quilting, carding wool, and building barns. These activities have stimulated the interest of individuals, community groups, local television, and the Children's Television Workshop, which filmed the building of a log barn. Students go out into the region on field work assignments to talk to and work with craftsmen and musicians. A record album of local music is being prepared, and a cooperative venture with the Virginia State Parks called Tunnel Crafts brings demonstrations and exhibits of music and crafts to a local State park on weekends. The college is also planning the development of a summer Virginia Folklife and Culture Seminar for public school teachers. (KM)

ED 078 840 JC 730 177
Hanson, Gary R. Lenning, Oscar T.
Differences in Characteristics and Outlooks of Men and Women College Students at Various Age Levels.
Pub Date Jul 73
Note—34p.; Paper presented at the North Central Special Interest Group for Community College Research (AERA) (Ann Arbor, Michigan, July, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Students, *Age Differences, College Students, Community Colleges, Post Secondary Education, *Sex Differences, Student Attitudes, *Student Characteristics, Student Needs, Technical Reports, *Vocational Education

A study was conducted to explore the goals, attitudes, perceptions, and other characteristics of community college vocational-technical students in four age intervals (three of which would be considered adult). Data were gathered at college entrance (with the Career Planning Profile), again after one term at the school (with the In-Program Follow-Up Questionnaire), and finally after most had graduated or were graduating. The sample totaled 7,933 students. For comparison, the sample was split into four age groups: 19 or less, 20-24, 25-39, and 40 and over. Differences in means and percentages were analyzed. The examination of total group differences was completed in an earlier study, so the purpose of this analysis was to relate the overall differences between the groups found earlier to differences between the sexes at each age level. The age levels clearly differed in various measures of developed ability, with older students typically having lower scores. But consistent declines in ability with age on all variables were found only for women. Older students typically earned higher grades than younger students, grades higher than their test scores would indicate. The trend for self-reported high school grades was just the opposite of that for college grades. For both high school and college grades, women had higher averages than men at all age levels. Expected sex differences were found on interests and vocational plans. (KM)

LI

ED 078 841 LI 000 599
Von Bodungen, Sue B., Ed.
Library Lectures; Numbers One, Two, Three, and Four, March 1965 - May 1966.
Louisiana State Univ., Baton Rouge. Library.
Pub Date 67
Note—50p.;(35 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classification, *Librarians, Libraries, *Library Automation, Library Collections, Library Science, Library Technical Processes, *Professional Continuing Education
Identifiers—*Library of Congress Classification

The first lecture in this series discusses continuing education for librarians at a time (1965) when many such programs were just beginning and offers suggestions on various approaches to take. In the second lecture, "Automation--Prospects and Implications for Libraries," the purpose is to provide an overview of the field of automation in order to understand past developments and thus perceive the implications for tomorrow's librarians. The third lecturer states that "Libraries Are More Than Books" and urges that they be given greater emphasis and support as an important means of educational and intellectual stimulation for the future. In the final lecture, "The Trend to LC," the author presents thoughts on changing library classification schemes--the costs, benefits and problems involved. (Other lecture series are available as ED 050731, 050758 and LI 004409.) (Author/SJ)

ED 078 842 LI 004 119
Planning and Evaluation Framework: A Five Year Program for the Department of Libraries, Commonwealth of Kentucky.
Kentucky State Dept. of Libraries, Frankfort.
Pub Date [72]
Note—339p.;(8 References)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—Kentucky, Library Services and Construction Act, LSCA, *State Plans

This document is the beginning of a process. The objects of the process are to improve decisions between alternate choices in the development of statewide library services. Secondary functions are to develop the tools for providing information relevant to decisions, to measure and monitor services, and to aid in the communication process. The approach involves three tiers of communication. The first level is the detailed five year program and planning model. This is represented by this document but will encompass many processes such as the development of a cost-accounting system, input-output measures, library service models, and the annual and biennial budgeting and reporting systems. The second level is a brief statement of the services and programs with a related budget statement. This document will help maintain the communication of programs and service priorities. A third level of communication will involve a brief but widely distributed statement of goals and objectives. This document will help maintain a sensitivity to changes in basic human needs and our basic responsibilities of those needs. (Other State Plans are: ED 069 318 - 069 326, 070 443 - 070 452, 074 475 - 070 483, 070 486 - 070 494, 071 693 - 071 698, 071 715 - 071 716, 073 769 - 073 772, and LI 004 118.) (Author/NH)

ED 078 843 LI 004 378
Young, Carol Elizabeth
Development of Language Analysis Procedures With Application to Automatic Indexing.
Ohio State Univ., Columbus. Computer and Information Science Research Center.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Report No—OSU-CISRC-TR-73-2
Pub Date Apr 73
Note—314p.;(25 References)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Automatic Indexing, *Computer Programs, *Electronic Data Processing, Information Processing, *Information Retrieval, *Language Patterns

Specifically, the problem which this research addresses is the development of procedures which define the relational attributes to words in English text. These relational attributes are considered an essential part of any good index and therefore an antecedent to the production of good indexes by automated means. The organization of this dissertation is as follows: Chapter I presents an overview of theories of language. Chapter II presents a theoretical framework for an empirical investigation of language. Chapter III presents procedures for the identification of relational attributes among words in English text. Chapter IV describes procedures for the identification and characterization, in relational terms, of clauses and phrases in text. Chapter V presents procedures for the assignment of case roles. These case roles amount to functional interpretation of text elements (e.g., phrases). Chapter VI relates the language analysis procedures presented in earlier chapters to the notion of indexing and proposes a graphical representation of English text as a general base from which a variety of indexes may be automatically derived. Chapter VII contains a brief statement of conclusions and of direction for future research. A KWIC index of the references cited is included in Appendix F. (Author/NH)

ED 078 844 LI 004 379
Strong, Suzanne Marvin
An Algorithm for Generating Structural Surrogates of English Text.
Ohio State Univ., Columbus. Computer and Information Science Research Center.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Report No—OSU-CISRC-TR-73-3
Pub Date Apr 73
Note—148p.;(13 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Algorithms, *Computer Programs, *Electronic Data Processing, *Information Processing, Information Systems, *Language Patterns
Identifiers—Machine Readable Text, *Surrogates

An algorithm for generating a structural syntactic surrogate of English text is defined in this paper. The "performance" of the surrogate is judged empirically according to adherence to the following criteria: (1) The surrogate is an organized representation of natural language text; (2) The algorithm which produces the surrogate is equally applicable to any English text; (3) The surrogate may be derived solely by computer processing; (4) The major concepts (or themes) of the text are clearly discernable and/or mechanically derivable from the surrogate; (5) The document may be derived from the surrogate; and (6) The surrogate is feasible to implement. That is, it is not inordinately expensive in computer processing time nor storage, and does not rely upon human processing, preprocessing or interpretation. Possible applications and derivations of the surrogate are explored and discussed. (Author/NH)

ED 078 845 LI 004 380
Shaffer, Dale E.
Library Job Descriptions; Examples Covering Major Work Areas.
Pub Date 73
Note—44p.;(0 References)
Available from—Dale E. Shaffer, Library Consultant, 437 Jennings Ave., Salem, Ohio 44460 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Administration, *Librarians, *Libraries, *Library Technicians, *Occupational Information, *Personnel Needs
Identifiers—*Library Administration

The writing of job descriptions is a universal management practice in every type of organization. Whatever the size or type of library, the need exists for written descriptions of every job performed. There are no standard of job descriptions available because work duties differ among libraries. Tasks are grouped differently and jobs are given different titles. The organization of a small library, for example, is quite different from that of the large library having a high degree of specialization. Total work performed in operating different types of libraries is delegated in widely varying ways. This is a fact of librarianship and probably cannot be avoided. The job descriptions presented herein are offered as examples for library directors to use as guidelines in drafting statements to fit their own particular operations. In total, the descriptions attempt to cover most of the major work activities performed in libraries, whether they be in public, college, university, or special libraries. Although the statements were prepared for use in a small college library, they are equally adaptable to any type of library. It is highly recommended that a unique job description be written for every job in every library. Professional management requires the use of such tools in the proper allocation and division of work. (Author)

ED 078 846 LI 004 381
Program Evaluation: Legislative Language and a User's Guide to Selected Sources.
General Accounting Office, Washington, D.C.

Pub Date Jun 73
Note—61p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, *Evaluation, *Federal Programs, *Information Sources, Language, Legislation, *Program Evaluation

Section 204 of the Legislative Reorganization Act of 1970 directs the General Accounting Office (GAO) to make studies of the costs and benefits of existing programs. This document was developed to respond to this legislation through informational support to GAO and others interested in evaluating the effectiveness of Federal programs. It includes information that should be useful in providing access both to evaluation studies and to evaluation requirements in laws (Parts I and II, respectively). Part I is a user's guide to major sources of specialized studies, including evaluation studies, which are available outside of the various departments and agencies. This survey was performed to identify retrieval systems and directories containing information on evaluation studies that are completed, planned, or in process. Thirty systems appearing to contain useful information are described in this section. Part II is a summary of evaluation language contained both in legislation enacted between January 1967 and July 1972 and in bills passed by either or both Houses of the Congress from January through July 1972. This part highlights recent evaluation language and presents it in terms of: Party responsible for evaluation, Measures of effectiveness, Methods to be used, Report recipient, Report date, Nature of recommendations, and Funds authorized. (Author/NH)

ED 078 847 LI 004 382
Wheeler, Helen Rippier
Placement Services in Accredited Library Schools.
American Library Association Social Responsibilities Round Table.
Pub Date May 73
Note—17p.;(7 References); Report of the ALA-SRRT Task Force on the Status of Women in Librarianship
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Job Placement, Librarians, *Library Schools, Questionnaires, *Sex Discrimination, Working Women

A questionnaire was mailed to the chief administrative officer of each of the fifty-one accredited library schools in the United States at the beginning of January 1973 by the Committee on Accreditation of the American Library Association. The purpose of the questionnaire was to determine the type of placement services offered by the library schools because library schools seem to provide the main access to employment for many professional librarians and for most new graduates beginning their careers. Specifically, the questionnaire sought to determine the status of women in librarianship and what role the placement services have played regarding female librarians. The tabulated results of the questionnaire, which show that library school placement is not generally socially responsible (i.e., is sexist), are included along with a copy of the questionnaire. (Author/SJ)

ED 078 848 LI 004 383
Kramer, Mollie W.
A Selected Bibliography on the Aging, and the Role of the Library in Serving Them.
Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date Jul 73
Note—40p.;(187 References); Occasional Papers No. 107
Available from—Occasional Papers, Publication Office--215 Armory Building, Univ. of Illinois Graduate School of Library Science, Champaign, Ill. 61820 (no charge for single copies)
Document Not Available from EDRS.
Descriptors—Adult Learning, Age, Annotated Bibliographies, Bibliographies, Guidance, Housing, *Library Collections, *Library Services, Middle Aged, *Older Adults, *Retirement, *Senior Citizens
Identifiers—Reference Librarians

There are approximately 20 million people over the age of 65 living in the U.S. today. The concept of old age is a natural development of aging, full of potential and satisfaction is, however, not fully accepted at this time. Librarians can help educate all segments of society including the aged themselves. There is a wide variety of items to choose from in assessing material of interest to the aging and those interested in the aging. This annotated bibliography is one attempt to delineate the areas of information in aging development which should be available to the seeker and transmitter of information on aging. The weight of material is on the social and educational side, but material of an economic and biological nature has not been overlooked where it would round out informational categories. The range of information offered, while not exhaustive, is meant to be indicative of information that can be absorbed and considered by the educated aging. Categories include: leisure time, education, housing, finances and retirement. (Author/DH)

ED 078 849 LI 004 384
Buckland, Lawrence F. And Others
Survey of Automated Library Systems; Phase I. Final Report.
California State Univ. and Colleges, Los Angeles. Library Systems Project.; Inforonics, Inc., Maynard, Mass.
Pub Date 13 Apr 73
Note—190p.;(53 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cataloging, College Libraries, Interviews, Library Acquisition, *Library Automation, Library Circulation, *Library Networks, *Library Surveys, On Line Systems, Questionnaires, University Libraries

Described in this report are the results of a survey of 27 libraries which had in operation 40 mechanized systems for acquisition, cataloging and circulation control. The libraries were selected on the basis of advanced performance in the state of the art of library automation. The overall trends show libraries increasing their use of on-line systems and basic assembly language programming, and moving into the area of catalog mechanization. The data describing each library activity was collected by an interview consisting of a presentation by the library staff and the completion of a questionnaire. A bibliography of published system descriptions and a directory of addresses and telephone numbers of the principal staff members of the libraries visited is included. The information presented in the report should be useful in ascertaining what has already been mechanized in acquisition, cataloging and circulation control, whether it is available for transfer to another installation, and what detailed functions it mechanizes. A second use of the information in the report is as an automation check list if one is designing his own mechanized library system. (Author/SJ)

ED 078 850 LI 004 385
Ladendorf, Janice M.
The Changing Role of the Special Librarian in Industry, Business, and Government.
ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.; Special Libraries Association, New York, N.Y.
Pub Date 73
Note—35p.;(24 References); SLA State-of-the-Art Review No. 1
Available from—Special Libraries Association, 235 Park Avenue South, New York, New York 10003 ($3.90)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Change Agents, Information Networks, Information Science, *Librarians, Library Networks, *Library Research, Research Needs, Role Perception, *Special Libraries, Staff Role

With the onset of the information explosion, the role of the special librarian began to change. While his service goals remained the same, new techniques had to be developed to cope with the flood of published literature. Both networking and information science represent predictable responses to this situation. Information science offers a new technique--the computer; a new method--management analysis; and a new approach to the problem of evaluation. Much research needs to be done on all aspects of the special librarian's role. In particular, the problem of evaluating information services on the user's terms needs to be thoroughly explored. (Author)

ED 078 851 LI 004 386
Christianson, Elin
Paraprofessional and Nonprofessional Staff in Special Libraries.
ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.; Special Libraries Association, New York, N.Y.
Pub Date 73
Note—77p.;(70 References); SLA State-of-the-Art Review No. 2
Available from—Special Libraries Association, 235 Park Avenue South, New York, New York 10003 ($4.80)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Library Research, *Library Technicians, Manpower Utilization, On the Job Training, *Special Libraries, *Subprofessionals, Task Analysis

Research on nonprofessional personnel in special libraries is reviewed with particular emphasis on the emerging paraprofessional--library technical assistant (LTA)--category, and conclusions are drawn from relevant research on paraprofessionals in other human service fields which may have implications of importance to special librarians. While research on LTA graduates has been limited, some data have been gathered but more is needed on the value of LTA training in job effectiveness, the levels of responsibility given to LTAs, possible competition for professional positions, and the role of the LTA in the special library environment. There is growing nterest in the nonprofessional as a component of special library manpower and this interest is reflected in recent library manpower studies. Almost every aspect of nonprofessional personnel in special libraries needs adequate research, but two areas in particular call for prompt and careful attention: (1) the collection of personnel statistics, and (2) careful consideration of goals and definitions of the professional role. (Author/SJ)

ED 078 852 LI 004 387
Salton, Gerard
Experiments in Multi-Lingual Information Retrieval.
Cornell Univ., Ithaca, N.Y. Dept. of Computer Science.
Report No—CU-CSD-72-154
Pub Date Dec 72
Note—17p.;(0 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-218 246; HC $3.00, MF $1.45)
Document Not Available from EDRS.
Descriptors—Abstracts, *Automatic Indexing, Automation, English, French, Indexing, *Information Retrieval, Information Science, Information Systems, *Multilingualism

A comparison was made of the performance in an automatic information retrieval environment of user queries and document abstracts available in natural language form in both English and French. The results obtained indicate that the automatic indexing and retrieval techniques actually used appear equally effective in handling the query and document texts in both languages. (Author)

ED 078 853 LI 004 388
Alterescu,Sidney And Others
Medical Information Management System (MIMS): A Generalized Interactive Information System.
National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.
Report No—NASA-TM-X-66076
Pub Date Sep 72
Note—113p.;(0 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (N73-10156; HC $7.75, MF $1.45)
Document Not Available from EDRS.
Descriptors—*Computer Programs, Information Processing, *Information Systems, *Manuals, Medical Research, *Medicine
Identifiers—*Biomedical Information Services

This report describes an interactive information system. It is a general purpose, free format system which can offer immediate assistance where manipulation of large data bases is required. The medical area is a prime area of application. The report is designed to serve as a manual for potential users--nontechnical personnel who will use the system. Examples of the system's operation, commentary on the examples, and a complete listing of the system program are included. (Author)

ED 078 854 LI 004 389
Levine, Jerrold M. Brahlek, Rae E.
Parameters of Information-Seeking Behavior.
American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.
Report No—AFOSR-TR-72-2465
Pub Date Dec 72
Note—10p.;(3 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 226; HC $3.00, MF $1.45)
Document Not Available from EDRS.
Descriptors—Behavior, Decision Making, Design, *Information Retrieval, *Information Seeking, Information Systems, *Search Strategies

The research represents an attempt to evaluate information seeking under conditions relevant to the design of information systems and the training of information analysis. The research effort has as its goal the accomplishment of two major experiments. One which has been completed was designed to assess the effects upon information-seeking and decision-making performance of (a) self- versus controlled-pacing of information input, (b) the rate and variability of rate of information arrival, and (c) the number of decision modifications permitted. A second experiment for which planning and design have been completed at this time will be concerned with the effects upon information-seeking and decision-making performance of (a) the number of decision alternatives, (b) the a priori probabilities of each alternative being correct, and (c) the amount of information available for use in making a decision. (Author)

ED 078 855 LI 004 390
Prywes, Noah S. And Others
A Posteriori Indexing, Classification and Retrieval of Textual Data.
Pennsylvania Univ., Philadelphia. Moore School of Electrical Engineering.
Spons Agency—Office of Naval Research, Washington, D.C.
Pub Date Jan 73
Note—15p.;(4 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-756 129; HC $3.00, MF $1.45)
Document Not Available from EDRS.
Descriptors—*Automatic Indexing, *Classification, *Electronic Data Processing, *Information Retrieval, Information Systems, Microfilm, On Line Systems

The paper reports on a series of programs that have been developed at the Moore School to process data-bases, consisting of textual items, and to index and arrange the data items in accordance with an automatically generated classification system. The programs produce the directories and the rearranged data-base on microfilm, where it may be searched using a microfilm reader, or magnetic tape for input to an on-line computer system for search and retrieval. (Author)

ED 078 856 LI 004 391
Currie, John D.
Microforms in DSIS—An Information Center's Experience with Microforms.
Defence Research Board, Ottawa (Ontario). Defence Scientific Information Service.
Report No—TN-9
Pub Date Jul 72
Note—28p.;(0 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-749 274; HC $.75, MF $1.45)
Document Not Available from EDRS.
Descriptors—*Electronic Data Processing, *Information Retrieval, Information Services, Information Systems, *Microfiche

Since 1965 DSIS (Defense Scientific Information Service) has reproduced copies of microfiche documents received from outside sources for its customers. In 1970, in accordance with long-range plans to use microfiche as the back-up to an automated information retrieval system as a quick and inexpensive way of supplying reports identified by a computer. DSIS began converting DRB reports received in paper form into original microfiche. Recently, use has been made of 16mm microfilm cartridge systems containing indexes to reports processed by other information centers and usually held as microfiche. The report examines past experience, current projects, and future plans of DSIS. (Author)

ED 078 857 LI 004 392
Olevnik, Peter
A Guide to Selected Microform Series and Their Indexes.
Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date May 73
Note—65p.; (300 References); Occasional Papers No. 106
Available from—Occasional Papers, Publications Office–215 Armory Building, University of Illinois Graduate School of Library Science, Champaign, Ill. 61820 (no charge for single copies)
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, Indexes (Locaters), *Library Collections, Microfiche, Microfilm, *Microforms, University Libraries

In increasing numbers microform publishers are engaged in reproducing valuable and extensive collections of books, documents and manuscripts that would otherwise be impossible for most libraries to acquire due to their scarcity and cost. The availability of these collections and the difficulties encountered when using them prompted the development of this guide. The microform collections or series described in this guide reflect the holdings of Milner Library, Illinois State University. However, because these collections are found in many other libraries, this guide can serve a larger audience than those using Milner Library. The series are grouped under the following headings: general, busness, education, history, library science, literature, music, psychology, religion, social sciences, technology, and theatre. Not included in this guide are separate, individual monographs, newspapers, or periodicals in microform. At the conclusion of the sections describing the microform series or collections is a bibliography with imprint information which includes an alphabetical listing of the series mentioned in the body of the text. The second list provides, in alphabetical order, an index to all the series or collections covered. (Author/SJ)

ED 078 858 LI 004 393
Lindsay, Kenneth P.
Utah's Pilot State Dissemination Program. Final Report.
Utah State Board of Education, Salt Lake City.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date May 73
Contract—OEC-0-70-4741
Note—99p.;(19 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Oriented Programs, *Educational Needs, *Information Dissemination, Information Needs, Information Retrieval, *Information Services, Program Evaluation, State Programs, *Teachers
Identifiers—ERIC, Field Agents, *Utah

The final report of the Utah project documents the completion of activities directed at filling the objectives listed in the continuation proposal for the 1972-73 year submitted to the National Institute of Education. (The interim report covering the period from July 1970 to June 1972 is ED 069 327.) Objective one was the establishment of an institutionalized field agent program whereby each of the twenty-five districts that participated in the project identified one person who became the local field agent. Objective two was to test the feasibility of expanding the service to include the larger urban districts within the state. For the first two years the project served only small, rural districts. During the continuation period, the state agency, through the project staff, selected one large school district (at least 10,000 enrollment) to participate in the project. Objective three was to provide computerized ERIC searches to Utah educators through the Technical Assistance Reference Center and the Utah State Data Processing Division and the necessary research support for the field agents by coordinating ERIC services with other national and local dissemination efforts. This final project report discusses the pursuit of these objectives, the activities of the project, and an evaluation of project effectiveness. (Author/SJ)

ED 078 859 LI 004 394
A Progress Report on the Agricultural Sciences Information Network.
National Agricultural Library (DOA), Washington, D.C.
Pub Date Aug 71
Note—15p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Research Projects, Agriculture, Information Centers, Information Needs, *Information Networks, *Information Services, Information Systems, Libraries, Research
Identifiers—*National Agricultural Library

In October 1970, the Agricultural Sciences Information Network (ASIN) Committee was established by the joint landgrant/USDA Agriculture Research Policy Advisory Committee (ARPAC). The ASIN Committee was directed to review various network concepts as a means of improving information services to professional agriculturalists in the private and public sectors and to develop detailed plans for implementing a cooperative information system. The Committee stressed the improvement of service to the ultimate user of research information. Building upon recommendations of an earlier study by the Interuniversity Communications Council (EDUCOM), the ASIN Committee has recommended that the National Agricultural Library (NAL) serve as the coordinator in a network plan. NAL's function would be to continue to assist other information services in providing less common documentary materials, and to coordinate the plans for developing services in greater depth and breadth. The network as recommended can be described in terms of five broad components: (1) Libraries; (2) Research and development in information science and services; (3) Information analysis centers; (4) Integrated knowledge services (a kind of directory and referral activity); and (5) International cooperation. (Author/SJ)

ED 078 860 LI 004 395
Kemper, Robert E.
A Report to Springfield School District #19 on the Library Exemplary Elementary Demonstration of Springfield: Project LEEDS. Final Phase.
Oregon Univ., Eugene. School of Librarianship.
Spons Agency—Springfield Public Schools, Oreg.
Pub Date 69
Note—31p.;(5 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Centralization, Library Automation, *Library Programs, Library Services, *Program Evaluation, *School Libraries

The major objective of Project LEEDS (Library Exemplary Elementary Demonstration of Springfield) was to provide a visitation program emphasizing a demonstration of excellent service to the school district. The project had three components: (1) the library program was integrated into the educational program by providing librarians in every school, teaching the skills to students, and providing services to staff and students; (2) designing an automated library system; and (3) centralized services for instructional media, book processing and a curriculum library. The specific objectives were listed under the following headings: Demonstrate and encourage excellent library programs, Availability of supporting material, Promotion of increased use of libraries, Facilities and equipment, Exemplary and innovative library demonstration project, Program for pre-school children, and OTIS automated library system study. This report evaluates the project in terms of these objectives and concludes that Project LEEDS was a worthwhile undertaking. (Author/SJ)

ED 078 861 LI 004 396
West, Jeff
Assisting in the Library; An Individualized Volunteer Education Module.
Dade County Public Schools, Miami, Fla. Dept. of Staff Development.
Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—107p.;(76 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Audiovisual Aids, Instructional Media, Library Instruction, Library Skills, *Programed Instruction, *School Libraries, Story Reading, Story Telling, *Student Volunteers

As an instructional module, this training booklet provides the vehicle to assist the school volunteer to master library skills and effective story telling techniques and to become proficient in the operation and use of materials and equipment in the media center. This booklet specifically focuses on learning through the use of

audio-visual materials. The participant learns about the library through the use of media that are located in libraries and material centers along with the books and printed matter which are easily obtained. The purpose of this booklet is to aid the school volunteer to become an effective assistant to the librarian, teacher and student. More meaningful and creative student and teacher use of library resource material may be established with the assistance and support of a school volunteer library assistant. The training booklet is sub-divided into three mini-modules containing eight activities to develop skills which are useful in assisting in the library. The first module develops skills in using the card catalog and the Dewey Decimal System. Mini-module two instructs the student on how to differentiate materials, identify and operate audio-visual equipment, and design displays for bulletin boards. Module three develops story telling skills. (Author/SJ)

ED 078 862 LI 004 397
Smith, J. I., Ed. McCord, Mary F., Ed.
ERIC Information Analysis Products 1967-1972.
American Society for Information Science, Washington, D.C.; ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.
Pub Date 73
Note—194p.;(1514 References)
Available from—Macmillan Information, 866 Third Ave., New York, N.Y. 10022 ($9.95)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Clearinghouses, Education, *Educational Research, *Educational Resources, Information Centers, Information Dissemination, Information Services, Information Sources, Publications
Identifiers—*Educational Resources Information Center, ERIC, Information Analysis
Since 1967 the Educational Resources Information Center (ERIC) Clearinghouses have produced a total of 1,514 information analysis products--bibliographies, literature reviews, state-of-the-art papers, evaluative summaries, and other special reports. This volume is a five-year cumulation of citations and abstracts of these ERIC Clearinghouses' products. Included is a main entry section, a subject index, and an author index. The following information is provided for each entry: author, title, series name and number, journal reference, date of publication, number of pages, type of publication, ERIC document (ED) number, date of appearance in "Research in Education" (RIE), price, descriptors used to index the document, and a brief abstract. Also included in this publication are: (1) a list of the ERIC Clearinghouses including address, telephone number and scope note and (2) an ERIC Bibliography of selected references concerning the ERIC system. (Yearly volumes of "ERIC Products" are available as ED 029 161, 034 089, 041 598, 054 287, and LI 004 339.) (SJ)

ED 078 863 LI 004 398
Indian and Mexican Americans; A Selective, Annotated Bibliography.
Bureau of Naval Personnel, Washington, D.C. Library Services Branch.
Pub Date 72
Note—48p.;(200 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Culture, *American Indians, Annotated Bibliographies, Bibliographies, Ethnic Groups, *Library Collections, Library Material Selection, Library Services, *Mexican American History, *Mexican Americans, Spanish Speaking
This bibliography was prepared to provide assistance to library personnel developing collections responsive to the needs of those attempting to gain insight to past and current issues and problems affecting Indians and Mexican Americans. The section on Indians (2/3 of document) begins with a list of general works on myths, religions, collective biography and the pre- and post-Columbian periods. Following this are sections on regional groups and individual tribes. Headings in the section on Mexican Americans include: history, collections, sociology, labor, and Brown power. A related bibliography on the Black Heritage is available as ED 072 824. (Author/DH)

ED 078 864 LI 004 399
Jameson, A. L.
The Organisation of Audiovisual Materials in Education, A Bibliography: No. 2, 1968-1972.
Lancaster Univ. (England). Dept. of Russian and Soviet Studies.
Pub Date 72
Note—30p.; (218 References)
Available from—A. L. Jameson, Univ. of Lancaster, Dept. of Russian and Soviet Studies, Lonsdale College, Bailrigg, Lancaster (no charge, please include 2 International Reply Coupons)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, *Audiovisual Centers, Audiovisual Programs, Bibliographies, Films, Instructional Materials Centers, *Library Acquisition, *Library Collections, Library Equipment, Library Material Selection, *Media Selection, Tape Recordings, Visual Aids
Identifiers—Software Compatibility
This bibliography covers the field from the point of view of the software maker, keeper and user, and covers both the Anglo-American and European scenes. Sections include: other bibliographies, the challenge of the new media, accessions and reviews, treatment of different media (pictures, maps, slides, tapes), and guides to ready made software in the United States and Great Britain. Many of the entries are briefly annotated. This is a continuation of ED060733. (Author/DH)

ED 078 865 LI 004 400
Rozsa, George
Some Considerations of the Role of Scientific Libraries in the Age of the Scientific and Technical Revolution; An Essay and Approach to the Problem.
Hungarian Academy of Sciences, Budapest.
Pub Date 70
Note—27p.;(61 References)
Available from—Bureau of Hongrois Pour La Protection Des Droits D' Auteur, H - 1364 Budapest P.B. 67, Hungary
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Library Programs, Library Research, Library Science, *Scientific Research, *Special Libraries, Technological Advancement
Identifiers—*Library Role, Scientific and Technical Information
The question to be examined in this essay is whether the practice of scientific libraries (including special libraries and documentation) can rely on well-founded and developed theoretical works or studies as regards the conception of development, the requirements of the scientific and technical revolution, its place in the social division of labor and the interrelationship between its components. And whether there are some questions relating to general educational policy, sociology and library theory, in short, to library philosophy which are raised throughout the world by scientific and technological development and economic growth. In the author's opinion, the answer to the first question is in the negative while it is in the affirmative to the second. However, the two questions are closely related, and the answers to be given and a thorough explanation of the problems involved is conditional upon long-term, multi-dimensional, and institutional research work on the part of the specialists. This study seeks to contribute to this research work by raising certain questions and outlining certain hypotheses. (Author/SJ)

ED 078 866 LI 004 401
Skelton, Barbara
Comparison of Results of Science User Studies with "Investigation into Information Requirements of the Social Sciences."
Bath Univ. of Technology (England). Univ. Library.
Pub Date Jul 71
Note—46p.;(32 References); Design of Information Systems in the Social Sciences (DISISS) Working Paper No. 1
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Information Needs, Information Systems, *Information Utilization, Scientists, *Social Sciences, *Use Studies
The Investigation into Information Requirements of the Social Sciences (INFROSS) was initiated in 1968 because it was feared that in the absence of knowledge about information requirements of the social sciences, solutions adopted in science, based on the findings of science user studies, would be applied to the social sciences. It is now desirable that the results of INFROSS should be compared with those of science user studies. To do this it is essential that studies should be based on comparable data. The relationship between the sciences and the characteristics of each science must be taken into account in ascertaining the differing information requirements of scientists and social scientists. This report therefore attempts to draw from science user studies possible general conclusions that enable a comparison to be made with the results of INFROSS, and in doing so considers some of the methodological problems involved. (Related reports are LI004402 and 004403.) (Author/SJ)

ED 078 867 LI 004 402
Brittain, J. M. And Others
Citation Patterns in the Social Sciences: Results of Pilot Citation Study and Selection of Source Journals for Main Citation Study.
Bath Univ. of Technology (England). Univ. Library.
Pub Date Oct 72
Note—148p.;(41 References); Design of Information Systems in the Social Sciences (DISISS) Working Paper No. 5
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographic Citations, Design, Information Needs, Information Sources, *Information Systems, Information Utilization, Periodicals, Research, *Social Sciences, Use Studies
The Design of Information Systems in the Social Sciences (DISISS) is a research project with the objective of carrying out research necessary for the effective design of information systems in the social sciences, whether by the creation of new systems or the modification of existing systems. This working paper reports the work to date on the collection and analysis of citations taken from social sciences journals. The data will be used in part to describe the major parameters of the social science literature, and in part for the work on clustering. The purpose of this report is four-fold. First, the general problem of selecting source journals will be considered. Second, the procedure adopted for the DISISS pilot citation study carried out in 1971 will be reviewed, together with a report of the study and an analysis of the findings. Third, the planning for the main DISISS citation study will be considered in the light of the pilot study, and fourth, progress on the main study will be reported. (Related reports are LI004401 and 004403.) (Author/SJ)

ED 078 868 LI 004 403
Skelton, Barbara And Others
The Use of Citation Linkages and Networks for Information Retrieval in the Social Sciences.
Bath Univ. of Technology (England). Univ. Library.
Pub Date Mar 73
Note—66p.;(136 References); Design of Information Systems in the Social Sciences (DISISS) Working Paper No. 6
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographic Citations, Information Networks, *Information Retrieval, *Information Systems, Research, *Social Sciences
The Design of Information Systems in the Social Sciences (DISISS) is a research project with the objective of carrying out research necessary for the effective design of information systems in the social sciences, whether by the creation of new systems or the modification of existing systems. This working paper explores the methods available for the grouping and linking of journal articles by citations, and the use of these methods as a means of information retrieval. The study is not only speculative but exploratory, as the data reported was derived from pilot studies conducted on a very small scale. If the concepts expressed here are considered valid and useful, large-scale tests need to be carried out, with machine-readable files. Such tests will not be possible during the DISISS project, but they could well form part of further research. Not all of the uses of citation data concern retrieval, and not all retrieval by means of citation data involves networks. This paper mentions some of these other uses for the sake of completeness. (Related reports are LI004401 and 004402.) (Author/SJ)

ED 078 869 LI 004 404
A Bibliography on the Black American.
United States Air Forces in Europe, Wiesbaden (West Germany).
Report No—USAFEP-212-3
Pub Date 1 Dec 72
Note—161p.;(1100 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—African American Studies, Annotated Bibliographies, *Audiovisual Aids, Bibliographies, Childrens Books, Library Collections, *Library Material Selection, Negro Achievement, *Negro Culture, *Negroes, Negro History, *Negro Literature, Negro Role, Negro Youth
This bibliography provides a comprehensive listing of book and audio-visual materials of interest to, by, and about Black Americans. Annotations are given for a majority of the books and selections are marked if they are recommended for all libraries or for large libraries. Books are listed under subject headings including: Africa, art, Black Panther Party, cookery, fiction, military experience, poetry, regional studies, women, children's and young adult. Other media listed include: pamphlets, periodicals, posters, records, films, and filmstrips. There is an author index to all items. (DH)

ED 078 870 LI 004 405
Arnold, Arthur A.
Educational Automation: A Supplementary Center for Northeast Louisiana. End of Project Report, February 29, 1972.
Concordia Parish School Board, Vidalia, La.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 29 Feb 72
Note—251p.;(0 References)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Automation, *Computer Oriented Programs, Computer Science, *Educational Improvement, Educational Programs, *Electronic Data Processing, Program Evaluation, Test Scoring Machines
Identifiers—ESEA Title III, *Louisiana
The Concordia Parish, Louisiana school system established a program of computer assisted guidance with the purpose of increasing student's knowledge and educational resources in the following areas: educational achievement, academic potential and limitations, attitudes and values relating to the educational program, vocational and educational aspirations, and communication channels between schools and their publics. The program was designed to allow students to learn a vocation in the field of data processing. In addition, the data processing center was to: utilize computer capabilities for research into the effect of economic, educational and cultural deprivation; provide means for program follow-up and evaluation; score tests and process grades; become a part of the curriculum; serve as a pilot program for future developments in educational data processing; and act as a field unit for university research studies. This volume is the final report of the project and contains materials pertaining to various stages in its development, as well as an evaluation. (SJ)

ED 078 871 LI 004 406
Regional Center for Instructional Materials Services. Final Project Report.
Schenectady City School District, N.Y.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 26 Jul 71
Note—21p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Automation, *Centralization, *Instructional Materials, Instructional Materials Centers, *Library Services, Library Technical Processes, *Regional Programs, School Districts
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
An automated service center was established to assist in developing improved and extended instructional materials services for all teachers and students in the public and private schools of an eleven county area in New York state through offering coordinated and automated purchasing, cataloging and processing of all forms of instructional materials; and by providing bibliographic and information retrieval services, inservice workshops, consultant services, and examination and in-depth circulation, collections and production of locally needed instructional materials. This document is the final report of that project and contains the following: an evaluation (summary of findings), statement of the problem, program to solve the problem, data analysis, the findings of the project, and conclusions and recommendations. A list of the school districts that used the regional center services from 1968-1971 is included. (Author/SJ)

ED 078 872 LI 004 407
Information Retrieval and Dissemination Center. Final Project Report 1968-71.
Levittown Union Free School District 5, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—23p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Information Centers, *Information Dissemination, Information Retrieval, *Information Services, *Library Cooperation, Public Libraries, School Libraries
Identifiers—*Elementary Secondary Education Act, ESEA Title II, ESEA Title III
The Information Retrieval and Dissemination Center of Levittown, New York, was created in September 1968 and funded through ESEA Title II and Title III as a joint pilot exemplary project of Union Free School District 5 and the Levittown Public Library. It was established to provide teachers with a quantity of material to be used in a classroom situation so that students would be exposed to a variety of sources and would not be limited to the viewpoint expressed by their textbooks. The project was also designed to make readily available to students copies of material from several sources for detailed study at home rather than having them spend hours copying information from a few sources in the library. This final report of the project contains a summary of the findings, description of the services, objectives of the center, an evaluation of the project, and conclusions and recommendations. (Author/SJ)

ED 078 873 LI 004 408
Shaffer, Dale E.
Library Resources for Nurses (A Basic Collection for Supporting the Nursing Curriculum).
Pub Date 73
Note—43p.;(1172 References)
Available from—Dale E. Shaffer, Library Consultant, 437 Jennings Ave., Salem, Ohio 44460 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Bibliographies, Films, *Library Collections, Library Materials, Library Material Selection, *Nurses, Nursing, Tape Recordings
Basic materials and equipment useful in supporting a nursing curriculum are presented in this selected bibliography. It is not intended to be a comprehensive or complete listing of all subject matter in the various fields related to nursing. Rather, it is limited to major resources particularly useful to the nursing student, and which should be considered for initial purchase when setting up a nursing program. The collection provides an excellent foundation of library resources on which to build. Included are books, pamphlets, periodicals, filmstrips, film loops, audio-tapes, and equipment. Sources of non-book materials relative to the field of nursing are quite numerous. A selected listing of producers of such materials is given at the end of each bibliography. Major sources of nursing and medical books is given in the final section. The total cost estimate given for the resources listed is a conservative one. No effort has been made to describe procedures for organizing and classifying resources. This is a matter left for the librarian to decide. A listing of library manuals available on the subject or processing non-book materials is given on the last page of this booklet. (Author/SJ)

ED 078 874 LI 004 409
Wire, Caroline, Ed.
Library Lectures; Numbers Seventeen, Eighteen, Nineteen, and Twenty, January 1971 - March 1972.
Louisiana State Univ., Baton Rouge. Library.
Pub Date 72
Note—65p.;(43 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Archives, Budgeting, *Budgets, Change Agents, Financial Problems, Librarians, *Library Science, Reprography, *University Libraries
Identifiers—Forgery, Librarianship, *Library Role
The Archivist of the United States discusses the projects and plans of the National Archieves and Records Service in the first lecture entitled "The Role of Archives in the 1970's." The dilemma of reduced funding and increased costs facing university libraries is the topic of the second lecture in this series, "Reflections in Adversity; or, How Do You Cut a Library Budget?" "Literary Frauds and Forgeries" of the nineteenth and early twentieth centuries aimed at deceiving the public were perpetrated by a desire for financial gain or prestige. The third lecturer sees copyright and communication as deterrents to forgery. In the fourth lecture, "Engineering Change in Librarianship: From Revised Paradigm to Prototypes for the Future," the author presents variable role models of prototypal forms for librarians to meet the challenges of the future. (Other lecture series are available as ED 050731, 050758 and LI 000599.) (SJ)

ED 078 875 LI 004 410
The Myers Demonstration Library, An ESEA Title III Project.
Arizona State Dept. of Education, Phoenix.
Pub Date May 71
Note—31p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Schools, Librarians, *Library Education, Library Facilities, *Library Programs, *School Libraries
Identifiers—*Myers Library
Myers Library is a regional demonstration project which serves the Arizona counties of Pima, Santa Cruz, and Cochise. The program has four primary purposes: (1) to provide in Myers Elementary School a good school library program with adequate facilities, materials, and professional and clerical personnel, following standards established by the American Library Association and the Department of Audiovisual Instruction of the National Education Association; (2) to promote community support for library resource centers as an integral part of a sound educational program; (3) to provide a training center for the University of Arizona in preparation of students for elementary school library, teaching, and administrative positions; and (4) to promote among educators an understanding of the role of the school library through invitations to visit the Myers Library, and to attend workshops, conferences, and in-service meetings sponsored by the library. (Author/NH)

ED 078 876 LI 004 411
Desautels, John E. And Others
Chinese/Japanese Input Feasibility Study. Final Technical Report.
Mead Technology Labs., Dayton, Ohio.; Rome Air Development Center, Griffiss AFB, N.Y.
Report No—RADC-TR-73-58
Pub Date Mar 73
Note—104p.;(6 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-759 532, MF $1.45 HC $5.45)
Document Not Available from EDRS.
Descriptors—Automation, Character Recognition, Design, *Electronic Data Processing, Feasibility Studies, *Input Output Devices, *Languages, *Machine Translation, Optical Scanners
Identifiers—Chinese Language, Japanese Language
A study was conducted to determine the feasibility of developing an automatic Chinese/Japanese input device for a machine translation complex. A specific scanning technique to digitize Chinese/Japanese ideographs is recommended as a result of the study. Results of the study include specification of the resolution necessary to successfully digitize the Chinese/Japanese ideographs, the minimum number of gray levels required for successful digitization, the recommended matrix size necessary for comparison/recognition analysis, and the logic required in the scanner to successfully digitize Chinese/Japanese ideographs at a reasonable rate. The study also determined that noncharacter recognition should be handled in a mini-computer rather than with built-in scanner logic. The conclusions reached with regard to resolution and gray scale requirements are supported by hardcopy displays of Chinese/Japanese ideographs.

Scans of Chinese/Japanese test ideographs imaged onto film are made at the recommended resolution and displayed using the Mead Digital Graphics Generator. This unique display device made possible an examination of the effects on Chinese/Japanese ideographs of scanning with various resolutions and utilizing different gray scales. (Author)

ED 078 877 LI 004 412
Fiorello, Marco R.
Management and Design Tools for Document Retrieval Systems: A Method for Predicting Quantity Output.
Rand Corp., Santa Monica, Calif.
Pub Date Mar 73
Note—221p.;(153 References)
Available from—The Rand Corporation, 1700 Main St., Santa Monica, Calif. 90406 ($5.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Design, Information Processing, *Information Retrieval, *Information Storage, *Information Systems, *Management, Search Strategies

The existing volume and increasing growth rate of documented information has resulted in numerous efforts to construct operational Document Storage and Retrieval Systems, as a practical solution to the demand for information storage and retrieval. Accompanying the surge to build more and better and bigger Document Retrieval Systems (DRSs), was the realization that there are few effective tools for the designers and managers of these systems. The tasks of design and management of DRSs requires tools and performance measures to aid in the selection of preferred options, and in the control over the fundamental processes of inquiry analysis, indexing, retrieval and system growth. A step toward the generation of operational tools to aid in the design and management tasks is presented in this report, by the development of a Retrieval Quantity (Rq) estimate. The Rq estimate is defined as a function of the inquiry form, search strategy and descriptor-document distribution, and can be used to predict the quantity output due to system growth, and aid in the tuning of the indexing and formal inquiry specification processes. (Author/NH)

ED 078 878 LI 004 413
Molz, Kathleen, Comp.
Libraries and the Right to Read.
Bureau of Libraries and Learning Resources (D-HEW/OE), Washington, D.C.
Report No—DHEW-OE-73-21102
Pub Date 73
Note—22p.;(0 References)
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.30)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Libraries, Federal Aid, *Federal Programs, Librarians, *Library Programs, Media Specialists, Public Libraries, *Reading Programs, School Libraries, Training
Identifiers—Library Role, *Right to Read

In common with many other people, librarians have been too prompt to assume that availability of books and materials will necessarily lead to their utilization. What has happened in all too many American communities is that libraries are intensively used by only a small portion of the population, while the vast majority are untouched by the library's service and its genuinely useful social and educational function. How librarians are committing themselves to reverse this trend is the subject of this brochure. Elementary and secondary school libraries, academic libraries, and community public libraries have all affirmed the goals of the Right To Read program, a national endeavor to eradicate illiteracy and functional illiteracy in the United States. Described here are the ways in which Federal funds have been used to sponsor local library activities in support of these goals. Such activities include tutorial sessions in inner-city libraries, reading-readiness programs in day-care centers and nursery schools, remedial reading exercises for out-of-school adults with difficulties in reading and writing, and bilingual collections and services for those who are literate in a language other than English. Taken together, they represent the library's new contribution to opening the once-closed covers of books for thousands of Americans. (Author)

ED 078 879 LI 004 414
Bergart, Jeffrey G. And Others
An Annotated and Cross-Referenced Bibliography on Computer Security and Access Control in Computer Systems.
Ohio State Univ., Columbus. Computer and Information Science Research Center.
Spons Agency—Office of Naval Research, Washington, D.C.
Report No—OSU-CISRC-TR-72-12
Pub Date Nov 72
Note—61p.;(85 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Bibliographies, *Computer Oriented Programs, *Computers, Computer Science, Computer Storage Devices, *Confidentiality, *Confidential Records, Electronic Data Processing, *Security

This paper represents a careful study of published works on computer security and access control in computer systems. The study includes a selective annotated bibliography of some eighty-five important published results in the field and, based on these papers, analyzes the state of the art. In annotating these works, the authors try to be objective, indicating the strong as well as the weak points. In addition, they attempt to show how one piece of work is related to or influenced by another, since research works seldom evolve without interaction. Because a number of outstanding works on computer security and access control in computer systems are classified or unpublished, this collection is not exhaustive. The annotated material is organized into four sections of which the sections on computer security and access control in computer systems are emphasized. In addition, to provide some background and broad understanding of the issues of computer security, they have included several bibliographies, some articles on the business and management overview, and several works on social and legal implications. (A related document is LI004415.) (Author/DH)

ED 078 880 LI 004 415
Hsiao, David K.
Logical Access Control Mechanisms in Computer Systems.
Ohio State Univ., Columbus. Computer and Information Science Research Center.
Spons Agency—Office of Naval Research, Washington, D.C.
Report No—OSU-CISRC-TR-73-4
Pub Date Jul 73
Note—27p.;(11 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Programs, *Computers, *Computer Storage Devices, *Confidentiality, *Electronic Data Processing, On Line Systems, Security, Time Sharing

The subject of access control mechanisms in computer systems is concerned with effective means to protect the anonymity of private information on the one hand, and to regulate the access to shareable information on the other hand. Effective means for access control may be considered on three levels: memory, process and logical. This report is a review of the logical access control mechanisms implemented in two computer systems. The first system, PSF, is an on-line, multi-access operating system with an advanced data base management capability on an IBM 7040/PDP/8/DEC 338 coupled computer configuration. The second computer system, EDMF, is a time-sharing operating system with extended data base management capability on a RCA Spectra 70/46 virtual memory computer. (A related document is LI004414.) (Author/SJ)

ED 078 881 LI 004 416
Local Curriculum Exchange Project.
Merrimack Education Center, Chelmsford, Mass.
Pub Date Aug 73
Note—42p.;(6 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Resources, *Curriculum Planning, *Educational Resources, Exchange Programs, *Information Dissemination, *Information Sources, Microforms, Microreproduction, Resource Centers, *Teacher Developed Materials

Over 6,000 educatørs in the Merrimack Valley responded to a questionnaire conducted in the fall of 1972 that one of their prime needs for information is in the area of curriculum materials. The Massachusetts Association for Supervision and Curriculum Development, in association with Merrimack Education Center, has recently prepared a response to this need by means of a microform dissemination system modeled after the ERIC system. Throughout the educational community, improved curricula are being designed and developed. In order to utilize the invaluable information that is being generated by this curriculum development activity, a pilot committee was formed in the spring of 1973 to develop an exchange of curricula among local school systems. A literature search of information centers revealed that the resulting exchange project is unique in providing educators with teacher-prepared materials developed locally. The major portion of this document is the index, by subject, title, school system and accession number, of available documents. Annotations are given with the subject index. Also included are samples of publicity and organizational materials. (Author/DH)

ED 078 882 LI 004 417
Kaungamno, Ezekiel E.
School Libraries as a Basic Tool for Teaching.
Tanganyika Library Service (Tanzania).
Pub Date Jul 73
Note—10p.;(3 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bookmobiles, Foreign Countries, *Library Services, *School Libraries, Secondary Schools, Teaching
Identifiers—Library Role, *Tanzania

A school library service committee as an arm of the Tanganyika Library Service was established to improve school libraries to enable them to become a useful basic tool for teaching. The committee was faced from the beginning with the problem of how to develop school libraries with inadequate funds and insufficient manpower. The approach taken was to provide reasonably adequate library service in a few schools at first, and then expand the program to other schools. This would allow for efficient service in the selected area and would provide a model of what could be accomplished in other areas in the future. UNESCO assistance helped establish model school libraries in three regions, including a mobile school library service. Although the program is designed for all school libraries, scarce resources have limited the improvement efforts to secondary schools. (SJ)

ED 078 883 LI 004 418
Cylke, Frank Kurt
Federal Library Committee, Annual Report, Fiscal Year 1973.
Federal Library Committee, Washington, D.C.
Pub Date 6 Jul 73
Note—9p.;(2 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, *Government Libraries, *Library Programs, *Library Research, National Libraries, Publications
Identifiers—*Federal Library Committee

The 1973 fiscal year activities of the Federal Library Committee (FLC) are briefly discussed in this annual report. The report begins with background information on the FLC since its establishment in 1965. The three areas emphasized during the fiscal year, which are reported upon, are: the reorganization and functions of the FLC as reported in the June 4, 1973 "Federal Register;" the arrangement with the Ohio College Library Center (OCLC) to provide federal libraries with on line access to the OCLC data base; and the qualifications rating scale for the Civil Service Commission GS1410 (librarian) series applications developed by the Task Force on Recruitment. Also included are lists of the research projects of the FLC, both funded and pending, and the year's publications issued by, for, or in cooperation with the FLC. (Previous FLC Annual Reports are available as ED041606, 051840, and 065143.) (SJ)

ED 078 884 LI 004 419
Conaway, Charles W.
A User's Guide to Rice's KWAC (Key Word Alongside of Context) Indexing Program. Version 3.0.
State Univ. of New York, Buffalo. School of Information and Library Studies.
Pub Date Jul 73
Note—16p.;(0 References); SILS Technical Memorandum No. 1
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Automatic Indexing, Bibliographic Citations, Computer Programs, Indexes (Locaters), *Indexing, *Information Processing, Information Science
Identifiers—Information Science Education, *Key Word Alongside of Context, KWAC

The KWAC Index Generation Program was implemented at the State University of New York at Buffalo. It consists of only 252 statements for the COBOL Compiler Edition V310222 on the CDC6400 computer under the KRONOS operating system in the batch mode. The KWAC program is essentially a KWIC index generator designed for a special purpose for use in a particular course, though it has sufficient flexibility to be used in other, similar contexts. The program takes free form natural language input, and generates an index in alphabetical order of each significant word appearing in the input alongside which appears the bibliographical description of the document in which the word was located. Output options permit free form title page, introduction, and epilog. Page headers and footers are permitted, and index page numbers are assigned and printed automatically. Determination of significant words is made in two ways: 1) a word is determined to be significant by default, if it does not appear in a user-input stop list and provided it begins with an alphabetic character and it is more than one character long; and 2) an otherwise significant word may be eliminated from the indexing by a simple procedure at the time of input. (Author/SJ)

ED 078 885 LI 004 420
Symposium of Editors of Documentation, Library and Archives Journals (Paris, Unesco House, May 16-18, 1972); Summary Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—COM-72-CONF-11-6
Pub Date 23 Aug 72
Note—37p.;(7 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracting, Archives, Bibliographic Citations, Cooperative Programs, Documentation, Indexing, Information Science, International Organizations, *International Programs, *Journalism, Library Science, Periodicals, Publishing Industry, Scholarly Journals, Standards
Identifiers—*UNESCO

The content of journals, bibliographic standardization, abstracting and indexing services, and international editorial cooperation were discussed at the May 16-18, 1972 symposium. The program included the following topics: (1) survey of periodical publishing in documentation, librarianship and archives; (2) improvement of editing and publishing in these fields by improving quality of content, achieving greater uniformity in presentation, reducing delay in publication, and improving distribution; (3) improvement of coverage of professional literature in abstracting and indexing journals and better relations between professional journals and abstracting and indexing journals; and (4) promotion of international cooperation between editors of journals including a need for increased contacts between editors, assistance to editors in developing countries, organization of study trips for editors, more use of foreign authors in national journals, and the need for some method of maintaining permanent consultation between editors. The lists of participants, papers distributed, and materials displayed at the symposium are included as appendices. (Author/SJ)

ED 078 886 LI 004 421
Nasatir, David
Data Archives for the Social Sciences: Purposes, Operations and Problems.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—SS-CH-26
Pub Date 73
Note—128p.;(15 References)
Available from—Unesco Publications Center, P. O. Box 433, New York, N.Y. 10016 ($3.00)
Document Not Available from EDRS.
Descriptors—*Archives, Automation, Computer Storage Devices, *Data Bases, Information Processing, Information Retrieval, Information Sources, Information Storage, Information Utilization, *Social Sciences

Social science data, existing in a format that can be manipulated by computing machinery, can be used for many purposes in addition to those for which they were initially collected. Scholars and government planners should hve ready and equal access to such material and these groups will be best served if they are informed regarding the characteristics of the materials available to them and the means for their proper utilization. Several barriers prevent the realization of this goal. Foremost among them is the absence of a central organization that will co-ordinate the activities of diverse independent efforts; establish standards for processing, documenting, and storing data; work toward developing procedures for servicing the needs of users; disseminate information pertaining to the operations and contents of social science data archives; provide a common meeting ground for professionals engaged in the management and development of these archives; and help to secure funds to accomplish these tasks. The study report is concerned with overcoming the barriers to realizing the fullest utilization of machine readable social science data. (Author)

PS

ED 078 887 PS 004 641
McClelland, Donna And Others
The Language-Training Curriculum.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
Pub Date May 70
Note—80p.; Ypsilanti Preschool Curriculum Demonstration Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Curriculum Guides, *Disadvantaged Youth, *Language Instruction, *Preschool Education, *Program Descriptions, Teaching Techniques
Identifiers—Michigan, *Ypsilanti

The Ypsilanti Curriculum Demonstration Project's language training curriculum for three- and four-year old disadvantaged children, using the Bereiter Engelmann program, is provided. The purpose of the curriculum is to effect a behavior change in the child to enable him to achieve in the traditional education environment. Emphasis is given to the development of "educational language" as opposed to "social language." Monthly reports of teachers for the months of October 1969 through February 1970 comprise most of this description of the program activities. A summary for the year is provided. Each monthly report is structured as follows: Opening and Closing Periods; Semi-Structured Time; Subject Areas: (1) Language, (2) Arithmetic, and (3) Reading; Child Management; and Notes. In addition to the monthly reports, brief discussions are given concerning home visits, teacher training, examples of positive reinforcement, issues concerning children and teachers in the language training program, and a contribution by a teacher's aide. (Appendixes A and B, Sample Lessons and Reading Supplement, respectively, are copyrighted and not available for reproduction.) (DB)

ED 078 888 PS 005 160
Asher, J. William And Others
The Development of New Measures of Cognitive Variables in Elementary School Children (Phase II). Final Report.
Purdue Research Foundation, Lafayette, Ind.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [70]
Contract—OEC-0-70-4952
Note—276p.; ED 060 928 is the final report of Phase I
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Achievement Tests, Analysis of Variance, *Cognitive Measurement, Concept Formation, Elementary Grades, Language Development, Logical Thinking, *Measurement Instruments, Problem Solving, Statistical Data, Tables (Data), *Test Construction, Test Results, Tests

This report covers Phase II of a two-phase project concerned with the development of new measures of cognitive variables in elementary school children. The four tasks undertaken in Phase II were: (1) prepare, revise and describe instruments designed to measure the cognitive variables categorized as concept formation, language development, logical thinking, problem solving and response style, and provide a rationale for the particular types of instrumentation developed; (2) administer both the new cognitive measures and the selected achievement tests to the specified populations; (3) present and analyze statistically the data on both the cognitive and achievement measures, and interpret the results; and (4) make recommendations for further development and use of the new measures. Discussions of these four tasks comprise the report proper. In addition, there are 13 appendixes, as follows: I. Listing of Test Materials Submitted with this Report; II. Administration Procedures for the Concept Formation Test; III. Administration Procedures for the Language Development Tests; IV. Administration Procedures for the Logical Thinking Test; V. Administration Procedures for the Problem Solving Test; VI. Administration Procedures for the Response Style Tests; VII, VIII, IX, X, and XI. Statistical Tables; XII. Intercorrelation Matrices: Cognitive Achievement and Intelligence Variables; and XIII. Rotated Factor Structures, Cognitive, Achievement and Intelligence Variables. The Table of Contents lists the contents of the final report of Phase I as well as the contents of this report. (For related document, see ED 060 928, the Phase I report.) (DB)

ED 078 889 PS 005 755
McGurk, Harry
The Salience of Orientation in Young Children's Perception of Form.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Social Science Research Council, London (England).
Report No—ETS-RB-72-13
Pub Date Mar 72
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Nursery Schools, *Orientation Materials, *Perception Tests, Preschool Education, Statistical Analysis, Technical Reports, *Visual Perception

Forty-two nursery school children were exposed to two procedures designed to assess their discrimination of orientation. Under one procedure, subjects had no difficulty in discriminating between stimuli which differed only in orientation. Under a second procedure, where color and size of stimuli were also varied, orientation proved to be a discriminative cue of relatively low salience. These findings obtained for perception both of realistic and of abstract forms. (Author)

ED 078 890 PS 005 920
Hutchinson, Shauneen, Comp.
Major Aspects of Day Care: Statements and Articles.
Library of Congress, Washington, D.C. Congressional Research Service.
Pub Date 27 Oct 71
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care, *Day Care Programs, *Day Care Services, *Federal Legislation, Foreign Countries, Industry, Mothers, *Publications, Working Parents

Published material concerned with various types of day care are provided. The material has been separated into four different sections: (1) General, which describes underlying policy, trends, and the present status of day care in the United States; (2) Working Mothers, covering day care arrangements made by women in the labor force; (3) Foreign, describing various types of day care in operation outside the United States; and (4) Corporate, which describes the growing interest of business in day care. Other material that is relevant is cited and briefly discussed. The articles provided are: "Day Care Centers: Hype or Hope?" by Gilbert Y. Steiner, "Federal Child Care Corporation" a Senate Finance Committee Print, "Child Care" a Senate Finance Committee Print, "Mother's Helper--Day Care Centers Find Favor as More Women Flock into Work Service" an article in the Wall Street Journal, "Child Care Arrangements in Other Countries: Sweden" from the Congressional Record, "Child Care Arrangements in Other Countries: France" from the Congressional Record, "Minding Their P's and Q's: In Day Care, Profit and Quality Go Hand-in-Hand" from Barrons, "The Children's Hour: Day Care Cen-

ters are "Wunderkinder' on Main and Wall Streets" from Barrons, "Learning Their ABC's: Making the Grade in Day-Care Centers Isn't Always Easy" from Barrons, and "Corporate Care for Kids" from Fortune. (Several articles that appear in the Table of Contents are not available for reproduction at this time; however, an availability statement is provided for each one.) (DB)

ED 078 891 PS 006 205

Prentice, Norman M. Fathman, Robert E.

Joking Riddles: A Developmental Index of Children's Humor.

Pub Date Sep 72

Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

Available from—American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036

Journal Cit—Proceedings, 80th Annual Convention, APA, 1972; p119-20

Document Not Available from EDRS.

Descriptors—*Age Differences, *Child Development, *Comprehension Development, Grade 1, Grade 3, Grade 5, *Humor, *Sex Differences, Speeches

Identifiers—*Riddles

The promise of joking riddles as a developmental index of children's humor was investigated through studying the enjoyment and comprehension of riddles and nonriddles by first-, third-, and fifth-grade normal children. Based on previous studies, it was predicted that enjoyment and comprehension of riddles would increase with age and that the enjoyment of nonriddles would decrease with age. It was also predicted that boys would show greater enjoyment of agressive riddles, whereas girls would show greater enjoyment of dependent riddles. Forty-eight children, 16 from each grade (8 boys and 8 girls) were randomly selected from lists of all children in the three grades of a large public school. All children were in the average range of intelligence and all were white. All riddles and nonriddles were presented individually in randomized sequence by a single examiner. The children rated each on a scale of 1 to 5 as to enjoyment. Following the enjoyment rating, the set of 30 joking riddles were readministered with the child's required explanation of what was funny being recorded verbatim. A comprehension score was devised employing categories 0, 1/2, and 1. An analysis of variance was carried out. The overall findings indicated a positive relation between cognitive maturity, as indicated by grade placement, and comprehension of joking riddles. There was an absence of major sex differences. (DB)

ED 078 892 PS 006 296

Kaufman, Alan S.

Comparison of WPPSI IQs Obtained by Matched Groups of Black and White Children.

Psychological Corp., New York, N.Y.

Pub Date Sep 72

Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

Available from—American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036

Journal Cit—Proceedings, 80th Annual Convention, APA, 1972; p39-40

Document Not Available from EDRS.

Descriptors—*Age Differences, Caucasians, Comparative Analysis, Demography, *Intelligence Tests, Negro Youth, *Performance Tests, Preschool Children, Primary Grades, *Racial Factors, Speeches, *Verbal Tests

A comparison was made of the intellectual ability of groups of black and white children--ages 4 to 6--who were matched on various demographic variables. The aim of the study was to examine the comparative performance of the children on the Wechsler Preschool and Primary Scale of Intelligence in order to observe any emergent patterns across the age range on verbal, performance, and full-scale IQ's. A total of 132 matched black-white pairs were obtained. The six age levels were: 4, 4-1/2, 5, 5-1/2, 6, and 6-1/2. Comparisons were made for each of the six age levels separately and also for combined adjacent age groups. A probability level of .01 was selected to indicate significant IQ differences. Results showed that all the differences favored the whites and that the differences for verbal IQ and full-scale IQ were significant for each of the three age groups. However, the differences in performance IQ were not significant at ages 5-5-1/2 and 6-6-1/2. The difference decreased dramatically between the 4-4-1/2 and 5-5-1/2 age groups. When the six age groups were treated separately, the difference in performance IQ decreased with increasing age in almost a linear fashion. In the present study, matched groups of black and white children ages 5-6-1/2 did not differ significantly on WPPSI Performance IQ. Although the whites performed significantly better than the blacks on verbal and full-scale IQ, the differences tended to be about 10 points. This is one-third less than the 15-point difference that has been reported as the characteristic difference. (DB)

ED 078 893 PS 006 362

Rosenau, Fred Tuck, Betty

A Guide to Securing and Installing the Parent/Child Toy-Lending Library.

Far West Lab. for Educational Research and Development, Berkeley, Calif. Information/Utilization Div.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Communication (DHEW/OE), Washington, D.C. Div. of Information Resources.

Pub Date Apr 72

Note—147p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.60, Stock Number 1780-0993)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Early Childhood Education, Evaluation Techniques, Financial Support, *Games, Guides, Instructional Materials, *Parent Participation, Preschool Education, Program Evaluation, *Toys, *Training Techniques

Identifiers—*Parent Child Toy Lending Library Program

This handbook makes it possible for a group of parents in almost any community to begin using the Parent/Child Toy-Lending Library program. This program is an eight-week course (about one hour per week) for parents of preschool (three to five year old) children during which each parent learns to use a variety of toys and games at home to stimulate the growth of the child's intellectual skills and to enhance his self-concept. Following an introduction and a presentation of some background information concerning the program, the "nuts and bolts" of training are discussed as to the course, the class, the role of parents in the program, the toys for each class, the printed handbooks, the audiovisual training materials, how to establish a Parent/Child Toy-Lending Library program, and course-leader/librarian training. The next chapter, Finding Funds for a New Toy Library, describes how to begin hunting for funds, putting funds together, how the migrant situation differs, Head Start and Follow Through, funds for Toy Library training, more ideas for training funds, enlisting adults and grandparents, funds for native Americans, funds for the handicapped, facilities and supplies, getting private funds, more sources of possible funds, help from other sources, becoming a nonprofit organization, and joining forces with Model Cities. A sample proposal for use of Social Security Act funding is provided. The final chapter gives a set of questionnaires, forms, and other evaluation instruments for determining how well a Toy-Library program is working. A bibliography, four appendixes, and a note to the reader are included. (DB)

ED 078 894 PS 006 386

The Office for Children: A New Approach to the Development of Children's Services in Massachusetts.

Massachusetts State Office for Children, Boston.

Pub Date [Jan 73]

Note—7p.; Publication #6958 (7-250-1-73-CR)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Certification, *Child Care, *Child Welfare, Community Service Programs, *Day Care Services, *State Agencies, State Legislation, State Standards, *Statewide Planning

Identifiers—Massachusetts, *Office for Children

The Office for Children in Massachusetts, created by a state law in 1972, is a unique approach to children's services. A strong point of the legislation creating the Office is a provision that mandates the establishment of local councils for children across the state. The Office for Children plans to establish 35 to 40 local councils. The local councils will have the power to review budgets and funding proposals, to evaluate and monitor programs, to develop information and referral services, and to make recommendations on needs and priorities regarding children's services. These recommendations will form the basis of the policies and priorities adopted. In addition to the local councils, a state-wide council on children will consist of representatives from each local council and enough additional appointments to insure strong consumer representation at the state level. The state-wide council will serve as a forum and advocate for issues that affect the common interests of children across the state. It is expected that at least half of the councils will be established by June 1973, and that all will be operating before the end of the year. One of the immediate goals of the Office is to stimulate the creation of local supportive services for children who are in immediate danger of institutionalization. Other responsibilities of the Office are: to set standards for all child care centers and systems, provide for inspections of facilities, review state budgets involving children's services and make recommendations, draw up guidelines for the development of day care services in the state, and others. (DB)

ED 078 895 PS 006 504

Marwit, Karen L. Marwit, Samuel J.

Associative Responses to Nonsense Syllables by Negro and White Second Graders.

Missouri Univ., St. Louis. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date [73]

Grant—OEG-6-70-0041-509

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Association Tests, Caucasian Students, Grade 2, Negro Students, *Race Influences, *Response Mode, Sex Differences, Statistical Analysis, Syllables, Technical Reports, *Verbal Stimuli

Identifiers—Nonsense Syllables

Fifty two Negro and 52 white second graders were asked to associate to each of 18 nonsense syllables verbally presented by one of two Negro or one of two white examiners. No examiner race differences were obtained. While significant subject race differences occurred in six of 15 response categories, each resulted from either the idiosyncratic response tendencies of a few subjects or of subjects of one sex within one race. In contrast to earlier studies using meaningful words as stimuli, no general black-white subject differences were obtained. Explanations for previously noted racial differences are discussed. (Author)

ED 078 896 PS 006 508

The Story of the White House Conferences on Children and Youth.

Children's Bureau (DHEW), Washington, D.C.

Pub Date 67

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Childhood Needs, *Child Welfare, *Conferences, *National Programs, *Program Descriptions

Identifiers—*White House Conference of Children and Youth

White House Conferences on Children and Youth, an idea originated by James E. West, have been held at approximately 10-year intervals during this century: 1909, 1919, 1930, 1940, 1950, and 1960. Although called by the President, and with one or more sessions usually having been held in the White House (from which the name of the conferences derive), the purpose of these conferences has been to advise the American people. Each of the conferences has been concerned with a problem typical of the decade in which it occurred. The White House Conference on the Care of Dependent Children, in 1909, was a protest against the use of institutional care for dependent and neglected children. The second conference, held in 1919, the White House Conference on Standards of Child Welfare, framed the first important body of child health and welfare standards to insure that every child had a fair chance. The White House Conference on Child Health and Protection (1930) produced the

most comprehensive statement of the needs of children ever written. The subject of the 1940 Conference on Children in a Democracy canvassed the fundamental democratic principles, conditions, and services essential for the well-being of children in a democracy. The Midcentury White House Conference on Children and Youth (1950) was concerned with democracy's responsibility "to produce socially minded cooperative people, without sacrificing individuality." This conference explored the ingredients of a healthy personality development. The 1960 White House Conference on Children and Youth enlarged this theme to find ways "to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity." The stories of these conferences are provided. (DB)

ED 078 897 PS 006 509

Golinkoff, Roberta Michnick

Semantic Development in Infants: The Concepts of Agent and Recipient.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Mar 73

Note—13p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29-April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development, *Cognitive Development, Films, *Infants, *Language Development, Research Methodology, Technical Reports, *Visual Perception

Cognitive categories in infants that have relevance for linguistic development were investigated. "Agent" and "recipient," the categories chosen, are relational categories which by definition involve action. This experiment explored infants' (48 males, 14-24 months of age) sensitivity to certain "action parameters" of events. The question of whether infants could perceive the difference between agents and recipients was operationalized by comparing infants' visual fixation times to different experimental events presented on two color, silent motion picture films. These events were constructed to be more or less discrepant from an additional standard event appropriate to the content of each film. The different experimental events in the two films were presented sequentially in the habituation paradigm. The agent-recipient dichotomy was contrasted by having real people and a table perform in filmed action sequences which represented three variations of the agent-recipient relationship. Data from the 48 subjects were analyzed in a four-factor analysis of variance using the difference scores between visual fixation time to the experimental event minus the visual fixation time to the preceding standard. The results indicated that only one agent-recipient reversal, the agent recipient reversal by direction, was watched more than the combined means of the agent-recipient reversal by position and the position-direction reversals. (DB)

ED 078 898 PS 006 510

Williams, Frederick A.

The Corresponding Effect of Egocentrism on Concept and Social Development in Young Children.

Wilkes Coll., Wilkes-Barre, Pa.

Pub Date [69]

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Development, Conservation (Concept), *Developmental Psychology, Grade 3, Hypothesis Testing, Research Methodology, Role Playing, *Social Development, Space Orientation, *Student Testing, Technical Reports, *Test Results

Identifiers—*Piaget (Jean)

Following an analysis of work in the area of relationships between concept development and social development, a preliminary research project carried out to examine these relationships is discussed. Piaget's "The Language and Thought of the Child" served as a springboard for the past and present investigations. In the experiment reported, a group of normal pupils compared with a group of gifted pupils were tested on three Piagetian tasks and a measure of social abilities. Piaget predicts accelerated acquisition of concepts in gifted children. Assuming this prediction to be true, it was hypothesized that: (1) concept level on cognitive tasks and the level of socialization measured by a test of role playing ability is significantly higher for gifted children than for their average peers; (2) egocentrism, as measured by Piaget's task of spatial perspectives, is negatively related to scores on a test of role playing ability; and (3) there is a stronger positive relationship between the cognitive task measuring conservation and role playing ability than between the other tasks and role playing ability. In order to test these hypotheses, 20 subjects were chosen from two third-grade classes. Five boys and five girls, matched for sex and age, were randomly selected from a normal third-grade class for the control group; five girls and five boys from the third level gifted class served as the experimental group. The subjects were interviewed individually on three Piagetian tasks and a test of role-playing ability. Results of the study showed that hypothesis one was supported; hypothesis two was not supported; and hypothesis three was supported. (DB)

ED 078 899 PS 006 511

Greenberg, Selma B. Peck, Lucy F.

An Experimental Curriculum Designed to Modify Children's Sex Role Perceptions and Aspiration Levels.

Hofstra Univ., Hempstead, N.Y. Dept. of Elementary Education.

Pub Date Feb 73

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Development, *Early Childhood, Preschool Education, *Role Perception, *School Role, Speeches

The first objective of the study, conducted with 150 three-, four-, and five-year-olds, was to ascertain whether young children assign occupational and social roles by sex. The results obtained through the use of two newly devised instruments were positive. Children do assign social and occupational roles by sex. The second objective was to determine if these role assignments could be modified. An experimental curriculum was devised for half of the sample, the other half forming the control group. The results indicate that children's assignment of social and occupational roles can become more egalitarian, hence are modifiable. (Author)

ED 078 900 PS 006 512

Rayder, Nicholas F. And Others

Learning Booth Performance: A Measure of Basic Learning Ability?

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date 27 Feb 73

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Ability, Educational Resources, Grade 1, *Intelligence Tests, Kindergarten, Learning Experience, *Learning Readiness, *Race Influences, *Reading Tests, Speeches, Test Results

Identifiers—*Learning Booth

The Learning Booth, an educational product developed and tested by the Far West Laboratory, was designed to offer a young child (at kindergarten or first-grade level) an experience which enables the child to learn to solve problems and find answers independently. Other training materials enable users to set up and operate a learning booth for young children. This study evaluates the learning booth and the training program as educational products, then discusses performance on the learning booth as it relates to ethnicity, intelligence test scores and future reading test performance. (Author)

ED 078 901 PS 006 513

Trepanier, Mary Hofmann, Richard J.

Scalability of Tasks: A Methodological Study of Conservation on a Set of Equal Addition Tasks.

Pub Date Feb 73

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Addition, *Cognitive Development, *Conservation (Concept), *Kindergarten, *Performance Tests, Speeches, Test Construction, Test Results

Identifiers—Guttman Scale, Piaget (Jean)

The general objective of this study was to study Piaget's notion of the sequential development of number conservation in 85 children averaging 5.9 years of age. The question addressed was to determine if a set of ten equal addition conservation of number tasks were scalable. A large coefficient of reproducibility, .912, was computed. Other indices computed suggest that the obtained coefficient was not artifactual. This study appears to validate Piaget's contention that cognitive development is sequential, suggesting that conservation of number on equal addition tasks may be a single attribute of a whole scalable universe of conservation. (Author)

ED 078 902 PS 006 514

Willis, Sherry L.

Formation of Teachers' Expectations of First Grade Student's Academic Performance.

Pub Date 27 Feb 73

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Academic Performance, Correlation, Educational Research, Grade 1, *Predictive Ability (Testing), *School Readiness Tests, Speeches, *Student Evaluation, *Teacher Attitudes, Test Results

Identifiers—Metropolitan Readiness Test

The purpose of the study was to explore the formation of teachers' expectations of students' academic performance. First-grade teachers were interviewed or asked to respond to questionnaires concerning their pupils, and ranked their students on expected academic performance at three periods in the school year. Teachers rankings of expected performance were highly stable over time. Metropolitan Readiness Test scores were significantly correlated with prior teacher rankings of expected performance. Many student behaviors and characteristics were identified as correlating significantly with teachers' rankings of expected academic performance. [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 078 903 PS 006 515

Swart, Avis And Others

A Response to Futh's "Piaget for Teachers".

State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.

Pub Date [73]

Note—15p.; Paper has been submitted to the Ontario Institute for Studies in Education for possible publication

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Environment, *Early Childhood Education, *Instructional Innovation, Intellectual Development, *Kindergarten, *Learning Processes, Program Descriptions, Stimulation

Identifiers—Furth (Hans G), *Piaget for Teachers

This paper is a letter to Professor Hans G. Furth discussing his book "Piaget for Teachers" as related to the program of the Campus School at State University College in Plattsburgh, N.Y. The letter is from the three teachers who work with a classroom of 54 youngsters. There are approximately equal numbers of 4-, 5-, 6-, and 7-year olds in the group. The materials used in the classroom and the ways in which they are used by the children are discussed. Learning is encouraged through the investigation and observation of animals in the classroom, play-acting, social problem solving, and conflict resolution. (DB)

ED 078 904 PS 006 516

Publications.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date 1 Mar 73

Note—33p.

Available from—Information Services, Learning Research and Development Center, 160 North Craig Street, Pittsburgh, Pennsylvania 15213 (free of charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Learning, *Publications, *Research Reviews (Publications)

This document is a partially annotated bibliography of publications of the Learning Research and Development Center of the University of Pittsburgh. The sections of the bibliography are: Publications: 1972 (annotated); Publications: 1971 (annotated); Reprints: 1964-1970 (partially annotated); Working Papers: 1965-1970 (partially annotated); Technical Reports: 1966-1970; Monographs: 1970 (one of the two is annotated); and a listing of 1964-1972 Publications by Author. (DB)

ED 078 905 PS 006 517

Campbell, Susan B.

Mother-Child Interaction in a Structured Situation: A Comparison of Reflective and Impulsive Boys.

Spons Agency—Medical Research Council of Canada, Ottawa (Ontario).

Pub Date 29 Mar 73

Note—14p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Patterns, Comparative Analysis, Early Childhood, Interaction Process Analysis, Males, *Mother Attitudes, *Parent Child Relationship, *Parent Reaction, *Performance Tests, Speeches, Tables (Data), Technical Reports

Identifiers—Impulsivity, Reflectivity

To determine whether maternal involvement reflects her expectations about her child's ability to solve the tasks at hand, a group of 32 boys and their mothers were studied. Sixteen of the boys were classed as reflective and 16 were classed impulsive on the Matching Familiar Figures Test. The boys were matched on age (8 years 9 months and 8 years 6 months), IQ (120.3 and 118.3), and social class (no differentiation on Hollingshead two-factor index). The mothers accompanied their children to the test room where they were advised that during the performance of four tasks by the children, the mothers could help as little or as much as they liked. Children were than presented with two easy and two difficult tasks to complete in counter-balanced order. Each of the tasks included a verbal and a nonverbal problem, to be completed in 10 minutes each. The mothers were asked to write the childrens' answers to the verbal tasks. While the interaction session was in progress, the observer sat behind the subjects and coded both maternal and child behaviors in 10-second blocks on predefined behavioral categories. The study data indicated that mothers of impulsive boys provided more direction and structuring than did mothers of reflective boys. Maternal interventions increased with task difficulty, indicating that the mother's behavior is a reflection of her expectations about her child's ability to cope with the tasks at hand. The two groups of children did not differ on interaction measures; however, the impulsive children tended to engage in more irrelevant conversations. (DB)

ED 078 906 PS 006 518

Cohen, Stewart Przybycien, Collette A.

Modifications in Children's Cognitive Styles: Some Effects of Peer Modeling.

Pub Date 29 Mar 73

Note—21p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29, 1973)

Journal Cit—Journal of Genetic Psychology (in press)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Cognitive Objectives, Control Groups, *Developmental Psychology, Experimental Groups, Grade 4, Grade 6, *Peer Teaching, Research Methodology, Speeches, *Stimulus Behavior

Identifiers—*Impulsivity, Modeling

An extension of previous attempts at modifying children's cognitive styles is discussed. Specifically, the present study employed sociometric peer models in order to ascertain whether: (1) impulsivity is modifiable through observation of salient models, and (2) sociometrically selected peer models are more effective than unselected models in the reduction of errors associated with increased response times. The 19-item Sutton-Smith and Rosenberg Impulsivity Scale 3 was administered to 98 fourth and sixth grade children (50 in the fourth grade and 48 in the sixth). Fifty children (28 males and 22 females) scored at or above the median of 10 on the IMP3 Scale; 25 of the children were assigned to the experimental condition and 25 to the control condition. The experimental design of the study was implemented in three stages: (1) pretest evaluation of cognitive style, using the Matching Familiar Figures test; (2) training in which the children in the experimental group were individually exposed to a trained reflective model, who was named by the experimental child, and who were not classified as impulsives; the children in the control group were not exposed to models; and (3) children in both groups were individually pretested on nine items of the Matching Familiar Figures test. The study data were subjected to statical analysis. Results indicated that impulsive children showed a change in response style after viewing a reflective model. Generally, males in the experimental condition showed a greater increase in mean response time than did females, as well as a stronger decrease in mean number of errors. (DB)

ED 078 907 PS 006 519

Schevill, Helen Shaner

Longitudinal Kindergarten-First Grade Perceptual Study: Temporal Ordering and First Grade Reading.

Institute of Medical Sciences, San Francisco, Calif.

Spons Agency—Mount Diablo Unified School District, Concord, Calif.; National Center for Educational Research and Development (D-HEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-I-1043

Pub Date Feb 73

Contract—OEC-9-71-0024(057)

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Auditory Tests, Cognitive Development, Early Childhood Education, Grade 1, Grade Equivalent Scores, Kindergarten, Learning Disabilities, Longitudinal Studies, *Perceptual Development, *Reading Readiness, Speeches, Test Results, *Time Factors (Learning), *Visual Measures

Identifiers—Metropolitan Readiness Test

This report investigates perceptual functioning in the kindergarten first-grade period for slow- and average-maturing children. Two sets of auditory and visual tasks were devised: (1) identifying the first of an ordered pair of lights or tones when speed of presentation was a factor, and (2) categorizing each stimulus signal either by a uni- or dual response. Consistent patterns of behavior were found for each group of children when reading readiness scores, grade level, and sensory modality were the crucial variables. Deficiencies in auditory, but not visual, perceptual encoding were found in slow learners' first-grade performance. (Author)

ED 078 908 PS 006 520

Mitchell, Nancy B. Pollack, Robert H.

Block Design Test Performance as a Function of Race and Block Color.

Pub Date Mar 73

Note—8p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29-April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Children, *Color, Early Childhood Education, Lighting, Negro Youth, Performance Factors, *Racial Differences, Technical Reports, *Visual Discrimination, *Visual Perception

The purpose of this study was to see if a relationship between color sensitivity and skin pigmentation would affect performance on the WISC block design subtest when both the standard red/white design and the blue/yellow design were used. It was hypothesized that the white children would perform better overall because black children have been found to be poor in spatial skills and because the greater fundus pigmentation of the black children should make them less sensitive to blue, based on findings that greater fundus pigmentation creates less sensitivity to the short wave end of the spectrum. Eighty children, 40 white and 40 black, were given the block design task in natural lighting on a cloudy day. Half of each racial group were given the red/white design and half the blue/yellow design. Results were significant in the predicted direction. White children were not affected by the block design color, while the scores for black children were significantly different on the blue/yellow design. Scores for the two races were not significantly different for the red/white design. Part of the experiment has been replicated under good lighting conditions with black children. Data have not been completely analyzed, but it appears that the performance difference between red/white and blue/yellow is not significant. (KM)

ED 078 909 PS 006 523

Cataldo, Michael F. Risley, Todd R.

The Organization of Group Care Environments: The Infant Day Care Center.

Kansas Univ., Lawrence.

Pub Date Sep 72

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Patterns, *Child Care, Day Care Services, *Infants, Interaction, *Interior Design, Physical Design Needs, *Physical Environment, Play, Staff Utilization, Technical Reports

In designing group day care for infants, special attention has been given to efficient care practices, so that all the children's health needs can be met and so that the staff will have ample time to interact with the children. One efficient method is to assign each staff member the responsibility of a particular area rather than a particular group of children. In the Infant Center several areas are utilized--receiving, feeding, diapering, crib and play. All staff members are to interact with children in a large play area when not needed in their area. The center is one continuous open space separated only by low partitions, an arrangement that allows easy monitoring of all areas. Use of this design has posed some questions. One question was whether children would have trouble sleeping in an open center, since the sleep area would not be darkened or separated from the rest of the center. Studies comparing amounts of sleeping and crying in open, closed and open room conditions have shown that room conditions do not affect infants' sleep. Another question that arose was whether the use of an efficiently planned environment would result in staff spending more time with the children. It was found that as the number of staff in the play area increased, the percentage of time each spent interacting with the children decreased. An experiment has shown, however, that if planned activities are assigned to staff members, interaction is greater and there is less reduction in individual interaction as the number of staff in the area increases. (KM)

ED 078 910 PS 006 524

Prescott, Elizabeth

A Comparison of Three Types of Day Care and Nursery School-Home Care.

Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date Mar 73

Note—11p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29-April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Patterns, *Child Care, Child Development, *Comparative Analysis, *Day Care Programs, *Nursery Schools, Observation, Preschool Education, Self Directed Classrooms, Technical Reports

A study was conducted comparing young children's experiences in three types of day care--closed structure, open structure and family--with their experiences in home care supplemented by part-time nursery school. A total of 112 children, aged 2 to 5, were observed, each for 180-200 minutes. Eighty-four were selected from 15 day care centers, half having open and half having closed structures. Fourteen children came from 14 family day care homes. Fourteen were children from intact families who spend half the day in nursery school and half at home. The Day Care Environmental Inventory was designed to permit immediate coding of two levels of

behavior--the mode of behavior every 15 seconds and activity segments of which the 15-second codings are a part. Differences between types of care were found in the availability and usefulness of adults, opportunities for autonomy and initiative, supports for self-esteem, and opportunities for cognitive engagement. Closed structure group day car appears to provide clear limits and adult input to which children must attend, but it appears to be somewhat lacking in opportunities for autonomy and initiative, in positive adult-child interaction, and in supports for self-esteem. Open structure group care offers opportunities for child-child interaction and more autonomy and initiative, but adult input and opportunities for cognitive engagement are low. Family day care and nursery school-home care are similar in that adults are more available to children than in group care and opportunities for autonomy and initiative are higher. Supports for self-esteem are also high. (KM)

ED 078 911 PS 006 525

Johnson, David W.

Interpersonal Skills for Cooperative Work.

Pub Date 29 Mar 73

Note—27p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29, 1973)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Affective Behavior, Communication (Thought Transfer), *Communication Skills, Emotional Response, *Interaction, *Interpersonal Competence, Interpersonal Relationship, Social Adjustment, *Social Behavior, Speeches

Identifiers—*Cooperation

Cooperation among individuals depends upon both the goal structure of the situation and the cooperative skills of the individuals. Since cooperation is probably the most important and basic form of human interaction, the skills of cooperation successfully are some of the most important skills a person needs to master. Cooperative skills include the skills of: (1) self-disclosing to and building trust with others; (2) communicating effectively with others; (3) influencing and supporting others; and (4) managing conflicts constructively. Basic to the establishment and stabilization of cooperation are the skills of communicating cooperative intentions and expectations and building trust. Effective communication depends upon both sending and receiving skills and the building of trust depends upon the skills of reciprocating a person's disclosure of information, ideas and feelings, and the communication of acceptance of his disclosures. [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 078 912 PS 006 526

Burke-Merkle, Ann M. And Others

Logical Operations Instruction in the Preschool. Interim Progress Report - Hatch Research Project 142-1769, March, 1973.

Wisconsin Univ., Madison. Early Childhood Study Center.

Pub Date Mar 73

Note—80p.; Preliminary Draft--not for quotation or reproduction without prior permission of the authors

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Development, Cognitive Development, *Curriculum Development, Curriculum Guides, Instructional Materials, *Learning Theories, *Preschool Education, *Preschool Teachers, *Teacher Education, Technical Reports

The original task of this project, the development of a preschool curriculum based on Piagetian theory, was broadened to include the development of a teacher training program supporting the curriculum. During the first year of the project the following has been accomplished: (1) a coded card file of approximately 100 curriculum-specific small-group activities for children involving Piagetian concepts have been produced; (2) a list of approximately 100 conversation topics designed to challenge young children's thinking has been completed; (3) 28 weeks of daily curriculum plans for free play experience for young children in the areas of science, art, music, literature, dramatic play, and small and large manipulative skills have been completed; (4) a teacher training program for teachers who will be working in a Piagetian classroom has been designed and implemented; (5) supplementary materials dealing with methods and techniques implied by Piagetian theory were developed to supplement text materials; (6) a 72-hour intensive workshop for preschool teachers was designed and successfully conducted; (7) a battery of tasks designed to evaluate the developmental changes associated with the Piagetian curriculum was developed and refined; and (8) a procedure to train testers to administer and score the task battery was designed and implemented. (Author/KM)

ED 078 913 PS 006 527

Shapiro, Edna

Examining Criteria for Evaluating Educational Programs.

Bank Street Coll. of Education, New York, N.Y.

Pub Date Mar 73

Note—9p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Tests, Compensatory Education Programs, *Evaluation Criteria, Primary Grades, *Program Evaluation, Psychological Testing, *Response Style (Tests), Speeches, Student Evaluation, *Testing

The negative results to an assessment of a Bank Street-sponsored Follow Through program raised questions about conventional ways of assessing the effects of educational programs. Children in a Follow Through program using the developmental-interaction approach and children in conventional classrooms were observed and tested for comparison. The classroom observation data were quite different for the two types of classrooms, but there were no significant testing differences attributable to the program. Test responses are affected by unique factors such as examiner variables. Certain aspects of the test situation receive little attention but are especially relevant to the assessment of educational programs. Test responses also assess an individual's ability to generalize and transfer from one situation to another. Children in a conventional classroom, with its emphasis on the teacher's dominant role, are better attuned to the testing situation, in which the examiner questions and the child responds. There is, as well, greater uniformity of experience in the conventional classroom. In the child's passive role in the testing situation, demonstration of cognitive ability is quite dependent on language usage. The approach that may be appropriate for assessing some kinds of functions and groups may lead to misevaluation of others. What is needed is a flexible, responsive, diversified use of formative evaluation and a delay in summative evaluation until a program has had a chance to take effect. (KM)

ED 078 914 PS 006 528

Kreutzer, Mary Anne Charlesworth, William R.

Infants' Reactions to Different Expressions of Emotions.

Minnesota Univ., Minneapolis. Inst. of Child Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—HD-05027

Pub Date Mar 73

Note—31p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Development, Cognitive Development, *Emotional Response, *Infant Behavior, Infants, Recognition, *Response Mode, *Stimulus Behavior, Technical Reports, Visual Discrimination

Forty infants, 10 at 4, 6, 8, and 10 months, were confronted by an experimenter who acted out angry, happy, sad, and neutral facial expressions, accompanied with appropriate vocalizations. The infants' responses were recorded on video tape and rated for attention, negative and positive affect, and activity. Results indicate that the 4-month old infants responded indiscriminately to the various expressions, but the 6-month and older infants discriminated between the emotions with attention and negative affect behavior and in many cases responded with the appropriate emotion. These results confirm, in part, earlier observations made by Darwin (1877) and Buhler & Hetzer (1928). The distinctive features of the experimenter's behavior which elicited the appropriate reactions from the infants were not determined. (Author)

ED 078 915 PS 006 529

Krantz, Patricia J. Risley, Todd R.

The Organization of Group Care Environments: Behavioral Ecology in the Classroom.

Kansas Univ., Lawrence.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Sep 72

Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Class Organization, *Classroom Arrangement, Classroom Environment, Educational Facilities, *Environmental Influences, Kindergarten, Physical Environment, Physical Facilities, *Student Behavior, Technical Reports

Many investigators have been interested in the development of techniques for remediating undersirable classroom behavior, but far less attention has been paid to physical, spatial and architectural variables which often set the occasion for inappropriate behavior in the classroom. The present study explored the relationships between these ecological variables and kindergarten students' behaviors. One experiment demonstrated that when children's seating arrangements were crowded or when they were required to crowd around a display, their visual attendance to the teacher or to the educational materials was markedly reduced. A second experiment demonstrated that: (1) visual attendance to a teacher reading a story decreases when academic sessions are preceded by active periods and increases when academic session are preceded by inactive periods; (2) transition time from one activity to another increases when preceded by an active session and decreases when preceded by an inactive session; and (3) disruptive behavior during transition increases when preceded by an active session and decreases when preceded by an inactive session. In each of the experiments described above, simple ecological arrangements of the classroom produced an effect comparable to standard behavior modification procedures. (Author)

ED 078 916 PS 006 530

Dreyer, Albert S. Dreyer, Cecily A.

Family Interaction and Cognitive Style: Power Around the Dinner Table.

Connecticut Univ., Storrs. Dept. of Child Development and Family Relations.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—HD-02944

Pub Date Apr 73

Note—11p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Processes, *Family Influence, *Interaction, Kindergarten Children, Parent Influence, Participation, Power Structure, Sex Differences, *Social Behavior, Technical Reports

Identifiers—*Cognitive Style, Field Dependence Field Independence

Research was conducted to study environmental factors associated with the development of cognitive style in children. The hypothesis was that the parents of field-independent children grant them more autonomy and power than do parents of field-dependent children. The sample consisted of 38 white, middle-class kindergartners, 19 boys and 19 girls, and their parents. Half of each sex were highly FD; half were highly FI. Observations were made of family interaction in the natural setting of the home around dinnertime. Conversation and behavior were analyzed according to content variable, such as kinds of influence and assistance behaviors, and process variables, such as participation rates and interruption rates as indicators of control behavior. Formulas for the measure of participation, dominance, and interruption were used in analyzing conversation. Results led to the modification

of the original hypothesis. On measures of social interaction involving active, assertive kinds of behavior, the FI boys participate more; other data indicate they initiate and terminate more social interaction than the other groups of children. The FI girls are less actively involved in this sort of social participation with their families. On measures of social interaction where sensitivity to the subtleties of the social field are necessary, the FD children, especially the girls, function more effectively. [Not available in hard copy due to marginal legibility of original document.] (KM)

ED 078 917 PS 006 531

Emmerich, Walter

Some Theoretical Advantages of Behavioral Observations: Illustrations from a Longitudinal Study.

Educational Testing Service, Princeton, N.J.

Pub Date 1 Apr 73

Note—13p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Science Research, *Behavior Development, *Behavior Patterns, Compensatory Education Programs, *Longitudinal Studies, *Observation, Preschool Children, Preschool Programs, Research Methodology, Speeches

Behavioral observations have the advantages of being direct, tangible, and informative as to the contextual determinants of behavior. Considerable evidence exists that a three-dimensional structure gives meaning to many child behaviors in a variety of life settings. Three bipolar dimensions constitute this framework: introversion vs. extroversion, love vs. hostility, and task orientation vs. distractibility. This approach has been used for ordering observational data collected for the ETS-Head Start Longitudinal Study. The emphasis so far has been on the motivational, affective and social aspects of observational data. But relationships between personal-social behaviors and independently measured cognitive processes will be explored in the longitudinal sample. The question of qualitative shifts in behavior between correlated adjacent constructs within a configuration rather than on orthogonal bipolar dimensions is also being explored. Findings to date suggest that shifts within the structure roughly follow the principle of structural proximity and that such change is directed toward the more desirable locations within the configuration. A more sophisticated system of mapping persons into the configuration within life contexts is needed. This could yield insights into personality development. This discussion applies to observations within a rather narrow age span, since the underlying meanings of observational data become increasingly under the control of deeper cognitive structures. (KM)

ED 078 918 PS 006 532

Gira, Catherina, Ed.

Guidelines for Early Education.

Maryland State Dept. of Education, Baltimore.

Pub Date Sep 72

Note—51p.

Journal Cit—Maryland School Bulletin; v48, n4 Sep1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Guides, *Early Childhood Education, Preschool Programs, Program Administration, Program Evaluation, *Program Planning, State Curriculum Guides, *State Standards

The guidelines for early childhood education programs in the State of Maryland are presented. The following topics are discussed: (1) the importance of early childhood education; (2) the goals of early childhood education; (3) family and community involvement in early childhood education; (4) factors to be considered in planning an early childhood education program--the child, physical facilities, the staff, curriculum, grouping, scheduling, and evaluation; (5) procedures for initiating or modifying an early childhood education program; and (6) recommendations for the effective dissemination and use of the guidelines. Specific equipment needs and teaching and activity suggestions are provided. (KM)

ED 078 919 PS 006 537

Friar, John T.

Factors of Predicted Learning Disorders and their Interaction with Attentional and Perceptual Training Procedures.

Pub Date Feb 73

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attention Control, Attention Span, Auditory Discrimination, *Behavior Problems, *Discrimination Learning, Grade 1, *Learning Difficulties, *Perceptually Handicapped, Technical Reports, Visual Discrimination

Two factors of predicted learning disorders were investigated: (1) inability to maintain appropriate classroom behavior (BEH), (2) perceptual discrimination deficit (PERC). Three groups of first-graders (BEH, PERC, normal control) were administered measures of impulse control, distractability, auditory discrimination, and visual discrimination. Results verified that BEH children were impulsive and distractable, while PERC children lacked discrimination skills. Half of the BEH and PERC groups received attentional training, while the other half received perceptual training. Both groups then participated in a discrimination learning experiment. Results showed a significant GROUP x TRAINING interaction and significant improvement for the BEH group with attentional training. (Author)

ED 078 920 PS 006 538

Mitchell, Allee J.

Who in the World?

Pub Date 15 Nov 72

Note—9p.; Paper presented at the National Association for the Education of Young Children Conference (Atlanta, Georgia, November 15, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Childhood Needs, *Early Childhood Education, Individual Needs, Preschool Teachers, *Psychological Needs, *Self Concept, Speeches, *Teacher Responsibility

The live and taped portions of a speech concerning human needs, particularly the need to find one's own identity, and the responsibility of educators in helping young children answer the question "who in the world am I?" are presented. (KM)

ED 078 921 PS 006 539

Egeland, Byron And Others

Teaching Children to Discriminate Letters of the Alphabet through Errorless Discrimination Training.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Mar 73

Grant—OEG-2-2-2B003

Note—15p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 30, 1973); an earlier version of this paper is ED 062 085

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Discrimination Learning, *Letters (Alphabet), Preschool Education, *Preschool Learning, Reading Readiness, Technical Reports, *Visual Discrimination, Visual Learning, Visual Stimuli

Identifiers—*Errorless Discrimination Training

Errorless discrimination training is a technique in which the discriminative stimulus is supplemented with a salient cue which is gradually removed or faded during the course of training. In this study errorless discrimination training was used to teach preschool children the distinctive features of letters of the alphabet that are difficult to discriminate. To test the hypothesis that the success of EDT depends on whether or not stimulus control is transferred from the obvious cue used during training to the relevant dimension of the discriminative stimulus, two EDT groups were used. For group EDT-1, the obvious cue was superimposed over the feature of the letter differentiating it from its paired comparison. For group EDT-II, the obvious cue did not specifically enhance the distinctiveness of the relevant dimension. A third group, R-E, was taught by the traditional reinforcement-extinction approach. Ss were 108 four- and five-year-olds in pre-kindergarten classes. Six letter combinations, R-P, Y-V, G-C, Q-O, M-N, and K-X, were used in a match-to-sample format, with 10 training trials for each letter combination. Five posttest trials and five delayed posttest trials one week after training were given. The EDT-I group made fewer errors on the two posttests than either of the other groups. The EDT-I group also made significantly fewer errors during training than the R-E group. (KM)

ED 078 922 PS 006 540

Blank, Marion

The Analysis of Cognitive Abilities in the Preschool Age.

Yeshiva Univ., Bronx, N.Y. Albert Einstein Coll. of Medicine.

Pub Date Sep 72

Note—20p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Ability, Concept Formation, Fundamental Concepts, Perception, *Preschool Children, *Preschool Learning, Problem Solving, *Skill Analysis, Spatial Relationship, Speeches, *Test Construction

In order to gain a greater understanding of the intellectual strengths and weaknesses of the young child, a test was developed (for which data collection is ongoing) to investigate a broad range of cognitive skills in the three- to five-year age range. The test covers skills within four main spheres--cognitively Directed Perception, Concepts and the Process of Verbal Coding, Problem-Solving Skills, and Spatial Representation. Each skill area is assessed by approximately 8 to 10 questions. A basic assumption of the test is that when a child passes or fails a particular question, he does so not because of the specific information involved, but because he has mastered, or failed to master, the skills or ability underlying that question. The test contains 240 items and is given in four half-hour testing sessions. The items designed to test any one skill are not administered together. The test is given in two forms, identical except for the order of the items. In Cogntively Directed Perception, one of the abilities sampled is Visual Search, the ability to scan a complex visual array to locate a particular object. In Concepts and Coding, concepts such as "not", "same", and "different" are tested. The range of skills in Problem Solving focus on why, how, anf if. For Spatial Representation, spatial patterns must be reproduced. For scoring and interpretation, correctness of the response, form of the incorrect response, and reaction time will be considered. [Filmed from best available copy.] (KM)

ED 078 923 PS 006 541

Kurfeerst, Marvin Stephens, Thomas M.

The National Evaluation of Project Follow Through: 1967-1968.

Pittsburgh Univ., Pa. Office of Research and Field Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69

Contract—OEC-0-8-00174-1714

Note—329p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Bibliographies, *Compensatory Education Programs, Data Collection, *Disadvantaged Youth, Elementary Grades, *Evaluation Techniques, National Programs, Preschool Education, Primary Grades, *Program Evaluation, Questionnaires, Statistical Analysis, *Student Testing, Technical Reports, Test Results

Identifiers—*Project Follow Through

Twenty-nine projects evaluated during the 1967-68 school year in the national evaluation of Project Follow Through are discussed in this final report. The report provides, in a narrative format, only the "hard" data gathered during the pre-test period. Specifically, this report reviews relevant literature, describes the procedures and instruments utilized in the evaluation, analyzes the proposals from each project, provides prelimary analysis of "hard" data, and, in some detail, analyzes the "soft" data. The chapters of the report are as follows: I. Introduction; II. Review of Literature (Description of Population, Description of the Teachers of the Population, Review of Programs); III. Rationales for Evaluation Techniques (Instrument Selection, Population Identification, Environmental Data, Site Visits,

Test Administration, Feedback); IV. Design Implementation (Population Identification, Testing, Data Analysis); V. Consequences: Anticipated and Unanticipated (Instrument Selection, Population Identification, Environmental Data, Site Visits, Test Administration, Feedback); VI. Data Results (Pre-test, Environmental Questionnaire, Process); VII. Impressions and Implications. The 17 appendixes are: Bibliography, PAR Revision Form, Medical-Dental Information Form, Teachers Health Observation Form, Baseline Data Questionnaire, Environmental Questionnaire, BSAG Clinical Interpretations, Control Group Comparability Reports by Project, Pre-test Teacher Instructions, Post-test Teacher Instructions, Pre-test Keypunch Format, Post-test Keypunch Format, Site Visit Form, Analysis of Proposals Across Projects, Project J Site Visit Report, Tabulation of Environmental Questionnaire by Grand Population, and Memorandum. (DB)

ED 078 924 PS 006 543

Millar, W. Stuart Schaffer, H. Rudolph

Visual-Manipulative Response Strategies in Infant Operant Conditioning with Spatially Displaced Feedback.

Strathclyde Univ., Glasgow (Scotland). Dept. of Psychology.

Pub Date [72]

Note—17p.; Preprint of paper submitted to the British Journal of Psychology

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, *Infant Behavior, *Object Manipulation, *Operant Conditioning, *Overt Response, Reinforcement, Stimulus Behavior, Technical Reports, Visual Learning, *Visual Stimuli

Six- and nine-month-old infants were exposed to contingent or non-contingent perceptual stimulation from a source which was spatially displaced at 60 from the infant's midline. Reliable operant acquisition was observed in the case of the nine-month-old infants, but not in the case of the six-month-old infants whose performance was similar to that of non-contingent controls. Examination of visual fixations of the feedback source coincidental with touching the manipulandum revealed the emergence of a strategy in the older infants which appeared to be critical for response acquisition. The emergence of this strategy is interpreted in terms of the older infants' increased capacity to remain oriented to task-relevant stimuli which are no longer immediately visually available and to regulate behavior on the basis of information derived from these stimuli. [Filmed from best available copy.] (Author)

ED 078 925 PS 006 544

App, Anne, Comp.

Bibliography: Home-Based Child Development Program Resources.

Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 73

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Child Development, *Home Programs, Learning Activities, Preschool Education, *Preschool Programs, Program Planning, Resource Materials

Entries in this annotated bibliography are recent, readily available resource materials to assist in all phases of planning and carrying out a home-based child development program emphasizing parent involvement. Most entries are abstracted. (KM)

ED 078 926 PS 006 545

Remarks and Excerpts from Public Hearings on Truancy and Expulsion (Educational Service Region, Cook County, Chicago, Illinois, December 13th and 14th, 1972).

Educational Service Region of Cook County, Chicago, Ill.

Pub Date 13 Dec 72

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Policy, Administrative Problems, Dropouts, Educational Legislation, *Expulsion, *Out of School Youth, *School Attendance Laws, *Suspension, *Truancy

Highlights and excerpts from public hearings in Cook County, Illinois, on student truancy, suspension and expulsion are presented. The hearings represent an attempt to determine how many youths out of school due to truancy, expulsion or suspension are provided with an alternative education program by their schools and whether the out-of-school youth is engaging in delinquent acts. Twenty-six people testified; all but one (a parent) were professional people working directly or indirectly with out-of-school juveniles--authorities from social and law enforcement agencies, school administrators, principals, deans, attendance officers and juvenile court representatives. (KM)

ED 078 927 PS 006 546

Friedman, Steven And Others

Differential Dishabituation as a Function of Magnitude of Stimulus Discrepancy and Sex of the Newborn Infant.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Apr 73

Note—12p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attention, *Infant Behavior, Infants, Response Mode, *Sex Differences, Stimulus Behavior, Technical Reports, Visual Discrimination, *Visual Perception, *Visual Stimuli

This study uses a habituation paradigm to systematically investigate the discrepancy hypothesis with male and female new borns. In addition, multiple visual response measures are used in monitoring the habituation process and the infant's response to various degrees of novelty. Ss were 36 apparently normal newborns (half of each sex) ranging in age from 28 to 82 hours. A target was placed against the inside of the infant's crib, and two observers stood behind it, facing the infant. Total looking time and number of looks were recorded. Non-glossy, black and white checkerboard targets in three sizes were used as visual stimuli. Each trial consisted of a 60-second exposure, and presentations continued until evidence of response decrement in looking time occurred. Each infant received one 60-second trial 5-10 seconds after the last decrement criterion trial. The hypothesis that infants are capable of demonstrating habituation to visual stimuli was supported. The findings also demonstrate that the visual response of female newborns is compatible with the discrepancy hypothesis. The response of females in this study is consistent with reports of sex differences indicating that the female newborn is generally more responsive and receptive to sensory stimulation than is the male. It is clear that effects attributable to sex cannot be explained effectively without reference to the context of stimulation. [Filmed from best available copy.] (KM)

ED 078 928 PS 006 547

Bibliography on Early Childhood.

Office of Child Development (DHEW), Washington, D.C.

Report No—DHEW-OCD-72-48

Pub Date Nov 70

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, Books, Child Development, Child Rearing, Cognitive Development, *Early Childhood, *Early Childhood Education, Pamphlets, Preschool Children, Preschool Programs, Resource Materials

This bibliography provides listings of books, pamphlets and reprints dealing with preschool children, early childhood, early childhood education, and various aspects of child development. A list of the addresses of the publishers of the pamphlets and reprints is also provided. (KM)

ED 078 929 PS 006 548

Quilitch, H. Robert And Others

The Organization of Group Care Environments: Toy Evaluation.

Kansas Univ., Lawrence.

Spons Agency—National Inst. of Mental Health, Bethesda, Md. Center for Studies of Crime and Delinquency.

Pub Date Sep 72

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, Behavior Patterns, Children, Manipulative Materials, *Play, *Selection, *Social Behavior, Technical Reports, *Toys

The selection of play materials has long been of concern to parents and educators. Many play materials simply do not engage children. In this study toys were openly displayed for free selection and play within a children's recreation center. Data were collected on the subject population, toy selection and toy usage. The results indicated that children's play behavior is lawful and highly structured by the available play materials. Thus, one may accurately predict the type of play behavior which individual toys will elicit in children. (Author)

ED 078 930 PS 006 550

Owens, Douglas T.

The Effects of Selected Experiences on the Ability of Kindergarten Children to Use Conservation and the Transitive Property of Six Relations.

Pub Date Feb 73

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Ability, Cognitive Processes, *Concept Formation, *Concept Teaching, *Conservation (Concept), *Kindergarten Children, Learning Processes, Technical Reports, *Transfer of Training

Two groups of kindergarten children had activities involving the transitive property of matching relations and length relations, respectively. Both groups had activities involving transitivity of weight relations. A control group had instruction only on relations. Pretests of Matching Relations, Length Relations, Matching Relations Conservation, Length Relations Conservation, Matching Relations Transitivity and Length Relations Transitivity were given. Posttests were given on the latter four. Analysis of covariance on each posttest, using the six pretest as covariables, showed significant difference (p .05) for treatment on Matching Relations Transitivity. Further analysis revealed that both treatment groups outperformed the control group, but did not perform differentially. (Author)

ED 078 931 PS 006 551

Powers, James E.

The Effect of Children's Expectations and Word Associations Upon the Comprehension of Passive Sentences.

Pub Date Feb 73

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Associative Learning, *Comprehension, *Expectation, Grade 1, Kindergarten, Linguistic Competence, Semantics, *Sentence Structure, Sex Differences, *Syntax, Technical Reports

This study examines the effect of expectation (children's judgments as to the probable actor within a given sentence) upon comprehension of passive sentences, the relationship of syntactic comprehension to the paradigmatic-syntagmatic shift in word associations, and the effect of sex on each. Forty first-graders and 40 kindergarteners were blocked by sex and word association (by a median-split). Repeated measures for sentences harmonious, neutral, and contrary to expectations were analyzed in factorial design employing grade, sex, word association and expectations. Results of this study bear on effects of semantic features upon children's comprehension of syntax. (Author)

ED 078 932 PS 006 552

Walls, Richard T. Rude, Stanley H.

Vicarious Transfer of Affirmative and Relational Concepts.

West Virginia Univ., Morgantown. Dept. of Educational Psychology.

Pub Date Feb 73

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, Cognitive Processes, *Concept Formation, *Concept Teaching, Grade 2, Grade 3, *Observation, *Problem Solving, Technical Reports, *Transfer of Training

The present experiment compared direct and vicarious transfer in the attainment of affirmative and relational concepts. Second and third grade children were randomly paired as model and observer. The latter observed his yoked model solve the initial two-dimensional problem before solving the intrarule transfer task himself. No differences in solution difficulty were apparent in the affirmative (color) versus relational (size) comparison. Children of this age may have equal facility with these concepts even though relational values are learned later than affirmative ones. Models showed significant positive transfer for relational and affirmative concepts; however, observers did not. (Author)

ED 078 933 PS 006 553

Miller, Scott A. Lipps, Leann

Extinction of Conservation and Transitivity of Weight.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Report No—R-12

Pub Date Sep 72

Note—24p.; A shorter version of this paper was presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., Mar. 29-Apr. 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, Cognitive Processes, *Concept Formation, Concept Teaching, *Conservation (Concept), *Extinction (Psychology), Grade 3, Grade 4, Grade 6, Technical Reports, *Weight

This study attempted to determine whether children will relinquish their belief in Piagetian concepts upon presentation of disconfirming evidence. Two age groups were tested: third- and fourth-grade and sixth-grade. Conservation of weight and transitivity of weight were the concepts examined; the discrepant feedback consisted of three trials with either nonconservation or nontransitivity outcomes. Resistance or extinction was inferred from the subject's explanations for the outcomes, his responses on subsequent trials, and his performance on a one-month delayed posttest. Conservation subjects showed only moderate resistance by any of these measures; furthermore, there was no evidence of a developmental increase in resistance. Transitivity subjects, in contrast, were much less likely than conservers to change their judgments on either the initial or the delayed test; they also showed the expected developmental increase in resistance to extinction. The results are interpreted as indicating that Piagetian concepts may vary in the extent to which they entail feelings of logical necessity. (Author)

ED 078 934 PS 006 554

Preschool, Primary and Intermediate Teaching Materials and Teacher References.

National Nutrition Education Clearing House, Berkeley, Calif.

Pub Date Jul 72

Note—17p.; Reference List NNECH-1-12-71A

Available from—National Nutrition Education Clearing House, 2140 Shattuck Avenue, Suite 110, Berkeley, CA 94704 ($3.00, make checks payable to Society for Nutrition Education)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiovisual Aids, *Bibliographies, Elementary Grades, Instructional Films, *Instructional Materials, Nutrition, *Nutrition Instruction, Preschool Education, *Resource Guides, Resource Materials

This bibliography of teaching materials for nutrition education lists pamphlets, games, audiovisual aids and other instructional and resource materials. Listings for the preschool-primary and intermediate levels are separate. Prices and addresses are given for each entry. Topics that each entry covers are also listed. (KM)

ED 078 935 PS 006 555

Buchanan, Edith B.

Translating a Theoretical Curriculum Model into Instructional Decision Making.

Pub Date Feb 73

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, *Curriculum Development, Early Childhood Education, *Educational Objectives, Educational Theories, Instructional Design, *Models, *Performance Criteria, Preschool Curriculum, Speeches

This paper describes the process of translating curriculum theory into a school program for young children. It is an inquiry into the usefulness of a curriculum theory in the formulation of goals and the establishment of specific behavioral criteria to be used in their evaluation. Curriculum theory taken from Goodlad's conceptual model provided the theoretical framework. The process of theory translation was guided by John I. Goodlad in weekly sessions with the group of teachers responsible for the educational program in the Early Childhood Phase of the University Elementary School, UCLA. (Author)

ED 078 936 PS 006 556

Koep, Robert G.

The Effect of Social and Cognitive Interaction Strategies on Children's Motivation to Achieve in School.

Oregon Univ., Eugene. Dept. of Curriculum and Instruction.

Pub Date Feb 73

Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Cognitive Development, Interaction, *Kindergarten, Learning Motivation, *Motivation Techniques, *Skill Development, *Social Reinforcement, Technical Reports

The purpose of this study was to determine whether achievement motivation can be taught by either of two approaches common to the kindergarten. After being pre-tested for motivational levels, subjects were randomly placed in three groups: (1) cognitive-direct teaching of components designed to enhance motivation, (2) Social-social interaction within, self-selected activities, (3) Control-continuation of regular activities. These representative groups consisted of 82 kindergarten children. Significant growth in motivational level occurred in both cognitive and social groups as compared with the control group (.05 level). Incorporation of motivational sequences into kindergarten curricula appears advisable. (Author)

ED 078 937 PS 006 557

Holman, Glenn C., Jr.

Interest and Evaluative Meaning as Factors in the Acquisition of a Sight Vocabulary.

Pub Date Feb 73

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Interest Research, *Kindergarten, Low Achievement Factors, *Performance Factors, *Selection, *Sight Vocabulary, Technical Reports, *Vocabulary Development

Kindergarten Ss were assigned to three treatments. Group I learned words that were self-selected; Group II learned words selected by children in Group I, and Group III learned words common to the vocabulary of young children. Group I Ss scored significantly higher than the control group Ss, supporting the Ashton-Warner hypothesis. Group I ratings of evaluative meaning were in the direction predicted, but did not reach significance. (Author)

ED 078 938 PS 006 559

Palmer, Edward L.

The Deer and the Duck.

Children's Television Workshop, New York, N.Y.

Pub Date [73]

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Television, Literature Reviews, Preschool Education, *Preschool Programs, *Program Effectiveness, Research Criteria, Research Design, *Research Methodology, *Research Problems

Identifiers—*Sesame Street

This is a response to the criticism of "Sesame Street" by Herbert A. Sprigle in the December, 1972, issue of "Childhood Education." It is maintained that Sprigle misconstrued and misrepresented the program's mandate and objectives and that the design and reporting of his study are so flawed that his conclusions are virtually meaningless. The following are discussed as flaws or biases of Sprigle's study: (1) "Sesame Street" was pitted against a comprehensive program of classroom instruction, a contest in which it is not designed to compete; (2) there is a strong suggestion that the "Sesame Street" and classroom groups were not fairly matched, which casts doubt on all performance comparisons; (3) viewing times suggest that many in Sprigle's training program almost certainly viewed "Sesame Street"; (4) both groups of children were trained by Sprigle's own teaching staff; (5) the study focused only on five- and six-year-olds, whereas "Sesame Street's" primary target audience is four-year-olds; (6) the children at the end of the two groups were tested at the end of the first grade, when both groups were above the level of the "Sesame Street" curriculum; and (7) two of the tests given depend on manipulative skills, which obviously could not be part of the "Sesame Street" curriculum. Other conclusions of the study and assumptions about "Sesame Street" curriculum. Other conclusions of the study and assumptions about "Sesame Street" are discussed, as misinterpretations and misrepresentations. [Filmed from best available copy.] (KM)

ED 078 939 PS 006 560

Ross, Sylvia Zimiles, Herbert

The Differentiated Child Behavior Observational System.

Pub Date Feb 73

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Patterns, *Behavior Rating Scales, *Classroom Observation Techniques, Elementary Grades, Inservice Teacher Education, Interaction, *Program Effectiveness, Social Behavior, Student Behavior, Technical Reports, *Test Construction

The Differentiated Child Behavior (DCB) Observational System has a two-fold purpose: first, it provides a description and analysis of patterns of classroom interactions in educational programs and program impact on children's functioning; and second, it provides feedback to supervisory staff so that analysis of programs contributes to implementation of the in-service teacher training program. Findings in initial studies indicate the instruments are sensitive and appropriate to open as well as traditional classrooms. Data has revealed significant differences among groups in predicted directions, and findings seem to pinpoint factors contributing to these differences. (Author)

ED 078 940 PS 006 561

Educational Research Symposium on Research into Pre-School Education (2nd, Jyvaskyla, Finland, December 7-11, 1971).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 72

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, *Conference Reports, Developmental Psychology, *Educational Research, *Educational Trends, Preschool Curriculum, *Preschool Education, *Preschool Programs, Program Effectiveness, Symposia

The symposium on research into preschool education was the second in a series designed to facilitate exchange of views, experiences and other information among educational researchers. This volume contains a selection of the papers presented. The following are noted in the conclusions of the symposium: (1) preschool education should work in close cooperation with parents, supplementing but not supplanting the home; (2) preschool education has a vital role to play in combatting social disadvantages; (3) there are recent tendencies to emphasize carefully structured programs, which seem able to produce positive results; (5) there should be closer cooperation between preschool and primary levels to avoid the loss of advantages gained from preschool experience. The papers provided here include the following: (1) "Factors Which Have Influenced the Development of Preschool Education"; (2) "The Present State of Preschool Education in the Member States of the Council of Europe"; (3) "Problems and Trends of Research

into Preschool Education"; (4) "Some Psychological Aspects of Various Preschool Programmes"; (5) "The Influence of Research into Cognitive Development on Current Trends in Preschool Education"; (6) "France: The Organisation of Research into Preschool Education"; (7) "-Sweden: Research Concerning the Development of the Content and Methods of the Preschool Curriculum"; (8) "Netherlands: Preschool Education and Developmental Psychology--Research Concerning the Age Group 2-7 Years"; and (9) "Finland: The Effect of Training on the Grammar of Preschool Children." (KM)

ED 078 941 PS 006 562

Information About Kindergarten-Early Childhood Education (K-3).

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Kindergarten - Early Childhood Education.

Pub Date [73]

Note--24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Early Childhood Education, *Educational Objectives, Educational Philosophy, Educational Trends, Guides, *Kindergarten, *Primary Grades, *Program Descriptions, *State Programs

Identifiers—*North Carolina

North Carolina's approach and philosophy concerning K-3 programs are described. Information is provided on the following topics: (1) early childhood education (K-3) background; (2) State Board of Education objectives for kindergarten-early childhood education centers; (3) the reasons for kindergartens; (4) major trends in early childhood education; (5) the importance of full-day kindergartens; (6) the nuts and bolts of kindergarten-early childhood education--the teacher and teacher assistant, instructional materials and equipment; (7) facts and figures on State-supported kindergartens; (8) evaluation of the 1969-71 early childhood program, including retention data; (9) classroom space; (10) availability of teachers; (11) federally funded kindergartens; and (12) how children with special problems fit in. (KM)

ED 078 942 PS 006 563

Yan, Rose, Comp.

Early Childhood Education: A Selected, Annotated Bibliography.

York County Board of Education, Aurora (Ontario).

Pub Date May 73

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Child Development, *Early Childhood, *Early Childhood Education, Kindergarten, Preschool Education, Preschool Learning, *Resource Materials, Technical Reports

This bibliography on early childhood (toddler to about age six) and early childhood education is divided into three main sections: annotations of monographs and selected papers, notes on journal articles, and abstracts of research reports. These are followed by a brief section on nonconventional (usually mixed media) materials on early childhood education. An effort has been made to include a sample of general or background publications, historical surveys, descriptions of programs in Canada, the United States, and elsewhere; statements of philosophies behind early childhood education; and relevant research reports. Most titles date from the later 1960s, and works published as recently as April 1973 are included. (Author/KM)

ED 078 943 PS 006 564

Smith, Janet Galambos, Eva C.

Southeastern Day Care Project Rating Forms.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Donner (William H.) Foundation.; Social Security Administration (DHEW), Washington, D.C.

Pub Date Oct 72

Note—58p.; Southeastern Day Care Bulletin No. 7

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, *Day Care Programs, Demonstration Projects, Motor Development, Preschool Education, Program Evaluation, *Rating Scales, Social Development, *Student Evaluation, *Task Performance, Technical Reports

The Southeastern Day Care Project is an ongoing preschool demonstration project in eight southeastern States. The SDCP has developed and is using a series of rating forms to assess the development of each child in the program in cognitive, social, motor, and self-help skills. Approximately 256 children in SDCP centers have been rated on the forms. The items on the forms represent translation of the objectives into observable, specific outcomes. The items on the various scales were combined and modified into rating forms for infants, two-year-olds, three-year olds, and four- and five-year-olds. Rating procedures, and reliability and validity of the ratings are described, and the analysis of results for each age group is provided. The performance of the children was generally better than had been anticipated, but a few items in the cognitive area--printing, drawing human figures, and knowing addresses and seasons--continue to present difficulty to at least one third of the children. The SDCP rating forms provide a gross assessment of whether a child is generally performing according to the expectations for normal development at his age. Other instruments may provide a better analysis of child development, but they are more difficult to use with preschool children. The SDCP rating forms have another advantage for staff members; the items constitute a day-to-day program guide to aid in planning activities and curriculum. (KM)

ED 078 944 PS 006 565

Report on the Atkinson College Child Care Planning Survey.

York Univ., Downsview (Ontario). Inst. for Behavioural Research.

Pub Date Jan 73

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Care, College Students, *Day Care Services, *Institutional Research, Program Planning, Questionnaires, *Student Needs, Surveys

A survey was conducted to determine: (1) whether there is a need for on-campus child care facilities among Atkinson College students; (2) when such facilities would be used; (3) what kind of administration would be preferred; and (4) how much users might be prepared to pay for these facilities. Data were gathered via questionnaires mailed to a systematic random sample of students. A total of 561 questionnaires were completed, yielding a completion rate of 70%. Results showed that: (1) there is a clear need for evening child care facilities for students; (2) although not in as great a demand as evening care, day care facilities should also be considered; (3) preference was shown for board-run child care facilities as opposed to all professional or cooperative administrations; and (4) although respondents were not asked what they would be willing to pay for child care facilities, questions directed at current costs for child care reveal that only 48 students mentioned paying for child care. Answers to specific questions and a copy of the survey questionnaire are provided in appendices. (KM)

ED 078 945 PS 006 566

Focus on Preschool Developmental Problems. Final Evaluation Report, 1971-1972.

Colorado Springs School District 11, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—92p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Problems, *Developmental Programs, Grade 1, *Identification, Kindergarten, Language Development, Motor Development, Perceptual Development, Perceptually Handicapped, *Physically Handicapped, Preschool Education, *Preschool Programs, Program Descriptions, Retarded Speech Development, *Task Performance

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The main service of this project involves early identification of underdeveloped or abnormal behavior characteristics in the preschool-age child and the initiation of an educational treatment plan which ameliorate the developmental problem. Identification of disabled children is made by the two project diagnosticians in nursery schools and Head Start classes and through referrals from physicians, psychologists, parents, social workers, and community agencies involved with preschool children. Sixty-five children were in the special treatment programs this year. Forty of the more severely disabled were enrolled in one of four special daily classes and received prescribed instruction from two teachers assisted by two aides. The other 25 received training at home from their parents under the supervision of the diagnosticians. Diagnosis involves attention to four syndromes which provide a broad base for interpreting a child's deficit behavior. The syndromes include the visual perception functions, the visual motor functions, and all aspects of auditory function which primarily affect speech and language capabilities. The data indicate that the program has had beneficial effects. Children have gained in IQ scores and show good progress in readiness scores at the end of kindergarten. First-grade achievement scores were lower than readiness prediction, indicating that the children are losing ground once intensive treatment has ceased. Teachers' reports show gains in performance on tasks associated with learning disabilities, and parent questionnaires showed highly favorable opinions of the program. (Author/KM)

ED 078 946 PS 006 567

Burnham, Brian

Evaluating an Alternative to "Junior Kindergartens": Research on Four-Year-Olds Who Enrolled in Regular Classes in York County, 1969-72.

York County Board of Education, Aurora (Ontario).

Pub Date Mar 73

Note—5p.; Speech given before the Gamma Nu Chapter, Phi Delta Kappa, March 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Child Development, *Early Admission, Followup Studies, *Kindergarten, Longitudinal Studies, Preschool Education, *Preschool Programs, Speeches

York County (Canada) rolled back the age requirement for kindergarten admission so as to permit the enrollment of four-year-olds wherever space was available. This was done because kindergarten enrollment in many communities were declining and if junior kindergartens were established in all community schools, many would have very small enrollments. Early admission was intended as a right wherever less than 25 "regular age" students were enrolled, and no screening, other than for seniority and special home situations, was intended. Two studies have been undertaken to assess the progress of the early admission child. A longitudinal study of the academic progress of the early admission students of 1969 and their peers is in its third year. Students have been tested in grades 1 and 2 with the Canadian Cognitive Abilities Tests and the Metropolitan Achievement Tests. The groups performed comparable on the grade 2 tests. The second study was concerned with the early admission population during 1971-72. It was discovered that only 29 of 56 elementary schools with kindergartens had enrolled younger students. Of those who were enrolled, 20% were kept in kindergarten for another year, 9% were advanced to a kindergarten-primary mixed class or promoted conditionally to grade 1. A followup study of those retained revealed no apparent indication of increased mobility due to nonpromotion. Questions remaining include: (1) whether early admissions have really eased pressures for a junior kindergarten program; (2) whether a junior kindergarten would better serve the younger students; and (3) whether screening prospective early admissions is pedagogically or politically feasible. (KM)

ED 078 947 PS 006 568

Larson, John C.

Extended Day-Care Attendance and First Grade School Performance.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Michigan Univ., Ann Arbor. Office of Research Administration.

Pub Date 1 Apr 73

Note—23p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, April 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Child Development, *Day Care Programs, Grade 1,

Parental Background, *Performance Tests, *Psychological Studies, Speeches, Statistical Analysis, Teacher Attitudes
Identifiers—*Czechoslovakia

The relationship to first grade ability and achievement levels of children with day-care attendance for as long as five years prior to entry into the first grade was studied. In particular, the study was concerned with the potentially harmful effects of prolonged program attendance itself as a form of maternal separation rather than with speed and efficiency of development as a result of some curriculum. Children who had attended state-operated day-care programs in Czechoslovakia were chosen as the study population. Sixty children from four first grade classrooms (30 males and 30 females) were administered six tests. In addition, each child's report card total grade was recorded, and an indirect measure of the teacher-child relationship was obtained. Seven dependent variables (IQ, picture vocabulary, social information, reading, arithmetic, report card game, and teacher perceived attitudes) and seven predictors (sex, birth order, mid-parent education, maternal separation, years of attendance in day care, and teacher differences) were used in the statistical analysis. The results of the study showed that the type of day-care program experienced by these children lies below the threshhold of harmful effects on first grade general ability and achievement measures. Certain of the child's own characteristics, as well as parents' education and first-grade teacher influences, appeared to be relatively more effective in predicting the outcome measures than were maternal separation and day-care attendance as characterized in this study. (DB)

ED 078 948 PS 006 570
Coren, Stanley
The Measurement of Ocular Dominance in Infants.
Pub Date Mar 73
Note—11p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, March 29 - April 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Development, Comparative Analysis, *Eye Movements, *Infants, *Measurement Techniques, Speeches, *Tests
Identifiers—*Convergence Test

A simple test of ocular dominance in infants is described. In the test, a small point of light is gradually brought closer to the observer along the medial plane. As the light draws closer, in typical cases, one eye will cease to converge, or frequently, it will break from convergence suddenly. The eye which ceases converging or breaks away from convergence is scored as the nondominant eye. To determine if the test would be applicable to infants, a group of 68 ten-month old were tested. All children converged on the approaching light, and a scoreable uniocular cessation of convergence or sudden divergence were found in all cases. For comparison purposes, 62 nine-year-old children and 86 twenty-five year old adults were tested. Data from these tests appear to indicate that the convergence test does provide a useable index of ocular dominance in infants. (DB)

ED 078 949 PS 006 571
Evaluating Children's Progress: A Rating Scale for Children in Day Care.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency—Donner (William H.) Foundation.; Office of Child Development (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Mar 73
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Development, Cognitive Development, *Day Care Programs, Early Childhood, *Evaluation Techniques, Guides, Infants, *Measurement Instruments, Physical Development, *Rating Scales, Social Development
Identifiers—*Southeastern Day Care Project

Rating scales, developed by the Southeastern Day Care Project, for evaluating the progress of children in day care centers and family day care homes are provided, together with interpretations and examples. The forms are for rating infants, two-year-olds, three-year-olds, and four- and five-year-olds. The Infant Rating Form is broken into segments of birth to three months, three to five months, five to nine months, six to twelve months, nine to fifteen months, eleven to fifteen months, twelve to eighteen months, fifteen to twenty-two months, fourteen to twenty-seven months, and seventeen to thirty months. The Two-Year Old Rating Form rates cognitive (including verbal and communication), social and emotional, motor skills, and hygiene and self-help growth. The Three-Year Old Rating Form rates development in the following areas: cognitive, motor skills, and hygiene and self-help. Skills rated in the Four- and Five-Year Olds Rating Form are cognitive, social and emotional, motor skills, and hygiene and self-help. The directions on each form indicate the frequency at which the scales should be administered. Included with the forms proper is an instruction page for those who administer the evaluation. (DB)

ED 078 950 PS 006 572
A Comparison of Provisions in State and Federal Standards for Institutional Day Care.
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 72
Note—139p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Child Care Centers, Curriculum Planning, *Day Care Programs, Differentiated Staffs, Equipment, *Federal Legislation, Guides, Health, Nutrition, Parent Participation, Physical Facilities, Records (Forms), Safety, Sanitation, *Standards, *State Standards

Intended as an aid to program designers, developers, and policy makers, the more common elements or items found in the various state and federal day care guidelines are extracted and categorized. The set of variables for classifying the guidelines was developed by selecting standards from a sample of six states. The standards were classified into ten major variables, each category appearing as a chapter in the text. These chapters are as follows: I. Health Standards; II. Nutrition Standards; III. Fire and Safety Hazard Standards; IV. Staff Requirements; V. Records and Reports; VI. Parent Involvement; VII. Sanitation; VIII. Equipment; IX. Physical Facilities; and X. Curriculum and Program. A universal set of items used in categorizing day care guidelines is provided, as are a bibliography and a listing of state agencies. (DB)

ED 078 951 PS 006 589
Krop, Harry
Training Originality in Elementary School Children.
Pub Date Sep 72
Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)
Available from—American Psychological Association, 1200 17th Street, N. W., Washington, D. C. 20036
Journal Cit—Proceedings, 80th Annual Convention, APA 1972; p509-10
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Conditioned Response, *Elementary School Students, Grade 5, Grade 6, Operant Conditioning, *Originality, Technical Reports, *Training Techniques

A study was conducted to demonstrate that originality can be facilitated in elementary school children. Research has shown that a training procedure designed to elicit uncommon responses will facilitate original responses on subsequent tasks. Ss were 96 fifth- and sixth-graders. Half were randomly assigned to a group given originality training (OT), while the other half received repetition training (RT) as a control procedure. Each group was comprised of 24 males and 24 females. Each S was tested individually with pretests, training tests, and post tests. The Similarities, Instances, and Pattern Meanings tests were used as pre- and post-originality measures, while the Alternate Uses and Line Meanings tests were used for training. OT Ss were instructed to make different responses each time the test was presented, while RT Ss were instructed to repeat the same response. The only significant finding from the pretraining data was that females emit a greater number of responses to similar stimuli than do males. Post-training results support the hypothesis that originality training facilitates the production of original responses. It was also found that the frequency of responses increases following originality training. (KM)

ED 078 952 PS 006 592
Borke, Helene
The Development of Empathy in Chinese and American Children Between Three and Six Years of Age: A Cross-Cultural Study.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date [73]
Note—21p.
Journal Cit—Journal of Developmental Psychology (in press)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, American Culture, Chinese Culture, Comparative Analysis, *Cross Cultural Studies, Developmental Psychology, *Early Childhood, *Empathy, *Kindergarten Children, Research Methodology, *Social Relations, Statistical Analysis, Technical Reports

A series of social interaction situations representing the four emotions of happy, afraid, sad, and angry were administered to 288 American children and 288 Chinese children. Twenty-four girls and 24 boys, half from middle class families and half from disadvantaged families, were tested at six-month intervals between 3 and 6 years of age. Children from both cultural groups exhibited similar overall trends in their ability to recognize other people's emotional responses. By 3 years of age, the majority of American and Chinese children could differentiate between happy and unhappy reactions in other people. Perception of afraid, sad and angry feelings developed somewhat later, and appeared to be influenced by social learning. This cross-cultural study confirms the results of a previous investigation that very young children are capable of empathic responses. The awareness of other people's feelings by young children from very different cultural backgrounds suggests that empathy may be a basic human characteristic related to social adaptation. (Author)

ED 078 953 PS 006 595
Day Care Survey 1970-71.
Day Care and Child Development Council of America, Inc., Washington, D.C.; Westat Research, Inc., Rockville, Md.; Westinghouse Learning Corp., Bladensburg, Md.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Program Development.
Pub Date 71
Note—54p.
Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (Child Care Bulletin No. 7, $1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, *Child Care, *Child Care Centers, Costs, Data Collection, *Day Care Programs, *Disadvantaged Youth, Facility Case Studies, *Family Environment, Government Role, Mother Attitudes, Surveys, Working Women
Identifiers—Rowe (Mary P)

The survey and basic analysis presented in this bulletin characterize existing day care programs and facilities, and provide baseline descriptive data on the utilization of an expressed need for day care by low- and moderate-income families. Information was gathered from operators of day care centers and family day care homes, superintendents of school districts, mothers of children enrolled in the centers whose operators were interviewed, and mothers in families with annual incomes less than $8,000 and a child age 9 or under. The survey was not an evaluation of current day care arrangements. Major findings of the study showed that 55% of all children in day care full-day are cared for in family day care homes; less than 2% of the estimated 450,000 homes are licensed as compared with 90% of day care centers; an estimated 17,500 centers provide full-day care; most directors and teachers in the centers do not have college degrees and few have had special training; the largest age group in centers is the 4-year-old group; the types of day care centers are custodial, educational, and developmental; and estimated 63,000 unfilled day care slots

existed; median family income was $7,500; median cost per month in centers runs from $27 to $114; and most working mothers in the population were satisfied with present child care arrangements. An appendix provides the testimony of Mary P. Rowe before the Senate Finance Committee on the needs, hopes, and costs of child care in America. (DB)

ED 078 954 PS 006 596

Zoning for Day Care (from Models for Day Care Licensing).

Day Care and Child Development Council of America, Inc., Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Program Development.

Pub Date 72

Note—14p.

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (Child Care Bulletin No. 8, $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Care, *Day Care Programs, Day Care Services, Guides, *Physical Facilities, *Special Zoning, *Standards

Recommendations and regulations regarding the zoning of child development day care programs are discussed. Zoning in general is discussed, as is the treatment of child development day care in zoning ordinance, the background of program planning, modular housing, the impelmentation of zoning, and model provisions regarding characteristics of facilities and zoning criteria. A list of organizations concerned with the adoption of zoning regulations for day care and a list of additional publications are provided. (KM)

ED 078 955 PS 006 597

A Survey of State Day Care Licensing Requirements.

Consulting Services Corp., Seattle, Wash.; Day Care and Child Development Council of America, Inc., Washington, D.C.; Social and Administrative Services and Systems Association.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C. Office of Program Development.

Pub Date 71

Note—38p.

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (Child Care Bulletin No. 4, $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bulletins, *Certification, *Child Care, *Day Care Programs, *Facility Requirements, *State Licensing Boards, State Surveys

Following a discussion of what day care licensing isn't and what it is, a study of day care licensing is presented. The study's objectives were to: describe licensing requirements, state licensing procedures, and licensing steps required of applicants in each of the 50 states; identify those factors that facilitate or inhibit the day care licensing process; and describe and analyze the range and variation of local government participation in the licensing process. The 21 findings of the study are grouped under Regulation, Procedures, and Points of Delay. It was concluded that: there is a tendency for states to include too much detail in statutes authorizing regulation of day care facilities; a standardized method of classification of day care homes and centers is needed; there is a need for a standard format for presentation of requirements to potential applicants; state and local agency standards for day care licensing often have parallel or conflicting requirements making it inefficient and costly; some requirements are unrealistically stringent; several aspects of day care licensing administrative procedures will inhibit rapid expansion of national programs; different evaluation criteria are sometimes applied for white minority day care centers; statements of licensing agencies in six states show that a major concern of all licensing agencies is the lack of strong legal teeth needed to revoke the license and keep closed a "bad" day care facility; and types of day care now excluded in state day care statutes and regulations range from care by a relative to government facilities. Thirteen recommendations are made. Seven appendixes provide the study data. (DB)

ED 078 956 PS 006 598

Siedman, Eileen

Day Care in Vermont (Excerpts from the Introduction and the Executive Summary).

Day Care and Child Development Council of America, Inc., Washington, D.C.; Leadership Inst. for Community Development, Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Program Development.

Pub Date 73

Note—17p.

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (Child Care Bulletin No. 5, $0.75)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bulletins, *Child Care, *Day Care Programs, *Program Evaluation, *State Licensing Boards, *Statewide Planning, Systems Analysis

Identifiers—Federal Assistance Plan, *Vermont

A pretest of the Vermont model of the Family Assistance Plan to provide statewide day care services for working parents is presented as to summary findings, conclusions, and recommendations. Facilitating factors towards the delivery of quality child care services were the day care licensing procedure, the focus on child development, talented people who developed new ways of doing things at all levels, Vermonters' candor and informality, the use of the Federal Interagency Day Care Requirements, and the newness of the program. Inhibiting factors were that there was no income maintenance pretest, no one in charge, funding insecurity, economic enphasis, unrealistic eligibility requirements and reimbursement rates, separation of planning and operations, the plan was not a plan, inexperience with Federal ralations, no information system, and top-down decisions. Broad problem areas of the operating system were related to the absence of reliable, timely, useful information about almost every subject, as well as dissatisfaction with the decision-making process, and finally to the smoldering issue of developmental versus custodial care. Recommendations relate to definitions, separation of services and resources, State characteristics and basic elements of child care, information, statewide coordination, reimbursement, financial management, child care providers, food, health, and Community Coordinated Child Care (4-C). (DB)

ED 078 957 PS 006 599

The Woman Question in Child Care (A Position Paper).

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date [72]

Note—24p.

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Care, *Day Care Programs, Economic Change, *Family Structure, Government Role, Guides, *Mothers, Sex Discrimination, Social Attitudes, *Working Women

Primarily concerned about women's need for child care, this position paper also mirrors the state and needs of families, communities, and the Nation as well. The number of employed mothers in the U.S. exceeds 12 million. The goal of the Day Care and Child Development Council of America is to promote the development of a locally controlled, publicly sponsored, universally available child care system through public education, social action, and assistance to local communities. Special consideration must be given the situations which involve employed women and their children, particularly as this relates to day care, for the most rapid increase in labor force participation in the past decade has occurred among mothers of children under six. If the number of working mothers of children under the age of six increases at the same rate between 1970 and 1975 as between 1965 and 1970, about a million additional working mothers will be struggling to arrange for adequate child care. Child care can become the institution for the reeducation of men, women and children, and it is the women primarily who must undertake the work of building these new institutions. It is proposed that a system of child care is only possible to the extent that constituencies are organized from the grassroots to the top and a coalition is developed in the next four years that transcends class, race, and sex. The plan involves the centers and their staff, coordinating bodies, women's organizations, unions, and industry. (DB)

ED 078 958 PS 006 600

Gross, Ruth B. And Others

The Sands School Project: Third Year Results.

Cincinnati Univ., Ohio. Dept. of Psychology.

Pub Date 12 Oct 70

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comparative Analysis, Early Experience, Elementary Grades, *Interviews, Longitudinal Studies, *Parent Participation, *Student Attitudes, *Student Evaluation, *Teacher Attitudes, *Teaching Techniques, Technical Reports

Identifiers—Montessori Method, *Sands School Project

The third year of a study comparing the performance of four groups of children attending Sands School is reported. The four groups of children were a Montessori classroom, a nongraded classroom, children with preschool experience and in conventional (graded) classrooms, and children without preschool experience and in conventional classrooms. The groups were reasonably matched in terms of age, socioeconomic status, race, and male-female ratio. The third-year evaluation consisted of three studies: interviews with 40 children, 10 from each group; interviews with a selected number of mothers of the children; and a two-part study consisting of interviews with a number of Montessori and nongraded teachers from the community and a number of Sands teachers and two administrators. The childrens' interviews focused upon social competence and maturity, self-concept, and attitudes about school; the mothers' interviews were to ascertain how involved they were in the education of their children; and the teachers' interviews concerned their attitudes about the ideal teaching environment, philosophy of teaching, role of the teacher, purpose of education, ideas about pre-school experience and kindergarten, personal aspects of teaching, and attitudes about children in the educational setting. The interview data are discussed. Appendixes to the report are: Children's Interview Schedule; Parents' Interview Schedule; Teacher Interview--Montessori; Teacher Interview--Nongraded; and Teacher Interview--Sands. (DB)

ED 078 959 PS 006 601

Churchman, David And Others

Characteristics of the CSE Model in Evaluating a Preschool for Urban American Indian Children.

Pub Date Feb 73

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Data Collection, *Evaluation Methods, Models, *Preschool Education, *Program Evaluation, Speeches

Identifiers—*Center for Study of Evaluation, Los Angeles

The Center for the Study of Evaluation (CSE) model identifies conditions under which evaluators intervene in educational programs, provides for a sequence of evaluation activities and conditions under which departures from this sequence occurs, and defines the relationship between the evaluator and the decision maker. This paper provides a study of these aspects of the CSE model in the context of the evaluation of a preschool serving American Indian children in south-central Los Angeles, and draws conclusions about the efficacy of the model based on the degree to which it eliminates extraneous detail and highlights key elements of the educational process. (Author/DB)

ED 078 960 PS 006 613

Community Family Day Care Project. Final Report.

Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-10-C2

Pub Date Feb 73

Note—105p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Child Care Workers, *Community Programs, *Costs, *Day Care Programs, *Family Environment, Mothers, Program Descriptions
Identifiers—Family Day Care Mothers, WATCH, Women Attentive to Childrens Happiness

The final six months of the Community Family Day Care Project are reported, together with a summary of the total project, recommendations for the future, and an analysis of the cost of replicating such a project. In the final six months of the project, the staff was concerned with building supports for the self-help organization Women Attentive to Children's Happiness (WATCH); learning more about how to develop and implement curriculum that would fit the needs of Family Day Care Mothers; understanding and meeting the needs of parents in finding family day care placements; and assessing student placements in family day care settings. The first five chapters of the report discuss these activities. In Chapter 6, Summary of Work Accomplished, the supports that the project utilized to enhance and extend programs for the children, their families, and the Family Day Care Mothers are discussed. Services considered successful in relation to Family Day Care Mothers were center meetings, the provision of Field Demonstration Assistants as back-up for Family Day Care Mothers, enhancing the knowledge and utilization of existing community resources, the Monthly Bulletin, college classes, WATCH, the Mothers' Club Cooperative Nursery School, and information service, the "Fix-it" person, and a no-interest loan fund. Conclusions and recommendations are found in Chapter 7. The over-all recommendation is that FDC should be supported and improved, not changed. Cost issues that should be considered in planning a process similar to the CFDC Project are presented in Chapter 8. The costs relate to personnel, the environment, material, and miscellaneous costs. Eight appendixes provide supporting material. (DB)

ED 078 961 PS 006 616
Rosenberg, Edward B. Warner, Silas L.
A Doctor Discusses the Pre-School Child's Learning Process (And How Parents Can Help).
Pub Date 67
Note—103p.
Available from—Budlong Press Company, 5428 North Virginia Avenue, Chicago, Illinois 60625 ($1.75, paper)
Document Not Available from EDRS.
Descriptors—*Child Development, Cognitive Development, *Early Childhood, Emotional Development, *Infants, Intelligence Tests, *Learning, *Parent Child Relationship, Physical Development, Preschool Children

One of a series of books written by physicians for their patients, this publication discusses the parents' role in helping the young child learn before formal education begins. Detailed discussions center on such subjects as teaching a child when he's ready to learn; helping a child's curiosity grow; choosing toys which encourage exploration; discipline; and the value of nursery school. The process of learning is traced from a child's birth until his first day of school. (ST)

ED 078 962 PS 006 627
Blanton, William E.
Preschool Reading Instruction: Information for the Administrator. PREP-39.
Indiana Univ., Bloomington.; National Inst. of Education (DHEW), Washington, D.C.
Report No—DHEW-NIE-73-27625; PREP-39
Pub Date 72
Note—46p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW Publication No.: (NIE) 73-27625, PREP-39, $0.55)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Guides, Check Lists, *Preschool Education, *Program Evaluation, *Program Planning, *Reading Instruction, Reading Tests
Identifiers—PREP, *Putting Research into Educational Practice

Intended as an aid to the school administrator who is exploring the possibilities of preschool reading instruction, the first section of this guide discusses: when to begin preschool reading instruction, effects of traditional kindergarten experience on reading readiness and reading achievement, effects of perceptual motor programs on reading readiness and reading achievement, informal readiness instruction versus formal reading readiness instruction, effects of preschool reading instruction on affective behavior, educational television and preschool reading instruction, teacher aides and preschool reading instruction. The parameters of preschool reading programs are described in relation to the characteristics of the preschool population, characteristics of teachers and staff, organization of the preschool reading program, philosophy underlying the program, community involvement, length of the program, physical facilities, and cost. Guidelines in the form of a checklist are provided to aid the administrator with a framework against which the components of the various programs may be evaluated and compared and to assist him in identifying the basic components and considerations involved in establishing his own early reading program. The evaluation of the program is described as to criteria, implementation, sources on evaluation, and tests for measuring readiness and early reading skills. Seventeen promising preschool programs that offer reading instruction are described. Steps the administrator should take in, implementing change through preschool reading instruction are given. A list of test publishers is provided as are references. (DB)

ED 078 963 PS 006 628
Blanton, William E.
A Teacher's Guide to Preschool Reading Instruction. PREP-40.
Indiana Univ., Bloomington.; National Inst. of Education (DHEW), Washington, D.C.
Report No—DHEW-NIE-73-27625; PREP-40
Pub Date 73
Note—81p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01115, PREP 40, $1.25, postpaid, $1.00 GPO Bookstore)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Books, *Preschool Education, Publishing Industry, *Reading Instruction, *Reading Materials, *Reading Readiness, Student Motivation, *Teaching Guides
Identifiers—PREP, *Putting Research into Educational Practice

Since there is an increasing demand that teachers teach reading at the preschool level, this guide is designed to assist preschool teachers. The first section of the guide provides information on the following questions: When should formal reading instruction begin? How does traditional kindergarten experience affect readiness for reading? Do perceptual programs affect reading readiness and reading achievement? Is formal reading readiness instruction more effective than informal reading readiness instruction? How effective is formal reading instruction at the preschool level? Does formal reading instruction at the preschool level result in children experiencing emotional problems or adversely affect their attitudes toward reading? To what extent is there evidence that formal preschool reading instruction is sufficiently effective that its practice should be widespread at the preschool level? How effective is preschool reading instruction through educational television? Should teacher aides and parents be used in preschool reading programs? The next section of the guide discusses informal reading readiness, the language experience method, and formal reading readiness and instruction. Grouping for preschool reading instruction is then described, and ways of motivating children to read are discussed. Instructional materials for use in preschool reading instruction are listed, together with their publishers. A list of over 900 books for preschool children is then provided. Publishers who specialize in reading materials for all grade levels are listed. The guide concludes with references. (DB)

ED 078 964 PS 006 692
C.D.A.: Sample from the Child Development Associate Set of Competencies for the Purpose of Upgrading the Quality of Child Care and Early Education.
Child Development Associate Consortium, Inc., Washington, D.C.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Techniques, Higher Education, *Performance Based Teacher Education, *Preschool Teachers, *Teacher Evaluation, *Teacher Qualifications, Tests
Identifiers—*Child Development Associate

Performance tasks used to determine if the Child Development Associate (CDA) has mastered the competencies and concepts specified as an expected learning outcome are provided in these samples. The first sample concerns specific competencies involving the learning environment, with tasks related to preassessment, behavioral objectives, learning experiences, resources, and proficiency assessment. The next unit is designed to provide the trainee with knowledge of the importance of setting up a classroom into functional areas and the vital tenets of the classroom's composition. The content of this unit covers an introduction, preassessment, behavioral objectives, learning experiences, resources, and proficiency assessment. An evaluation form is provided, which shows a sample profile of a competency rating. (DB)

ED 078 965 PS 006 693
Butler, Florence And Others
An Assessment of the Child Development Associate Competencies.
Tuskegee Inst., Ala. School of Education.
Pub Date May 73
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Check Lists, Child Development, Guides, *Performance Based Teacher Education, Performance Criteria, *Preschool Teachers, *Student Teacher Relationship, Teacher Education, *Teacher Evaluation, *Teacher Qualifications
Identifiers—*Child Development Associate

Competencies for the Child Development Associates is a comprehensive, developmental training program for teachers of preschool children, in which the total design is to help children acquire the basic competencies and skills for full development, while at the same time assuring that the quality of the child's experiences is emotionally satisfying and personally meaningful. This report provides a checklist of the essential qualities of good teachers of young children. These competencies, which are rated as being satisfactory, much evidence of development, needs improvement, no evidence of development, or not applicable, are listed under the following objectives: I. Set up and maintain a safe and healthy learning environment; II. Advance physical and intellectual competence; III. Build positive self-concept and individual strength; IV. Organize and sustain the positive functioning of children and adults in a group in a learning environment; V. Bring about optimal coordination of home and center child rearing practices and expectations; and VI. Carry out supplementary responsibilities related to the children's programs. In addition, specific capacities needed by teachers in relating with young children are also provided in a checklist. These capacities relate to: being sensitive to children's feelings and their quality of thinking; being ready to listen to children; utilizing non-verbal forms and adapting adult language and style to maximize communication; protecting orderliness without sacrificing spontaneity and exuberance; being perceptive of individuality; exercising control without threatning; being emotionally responsive; bringing humor and imagination into the situation; and feeling committed to maximizing the child's and family's strengths. (DB)

ED 078 966 PS 006 694
Walker, Evangeline M. L.
Effective Observation for Educators.
Fanshawe Community Coll., London (Ontario). Dept. of Early Childhood Education.
Pub Date [72]
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Childhood Needs, *Early Childhood Education, Educational Practice, Guides, *Learning Processes, *Observation, *Student Evaluation, Student Teacher Relationship, *Teacher Role, Values

Observations and discussions relating to the role value presuppositions have in determining the "facts" upon which children are judged, learning situations structured, and relationships, in general, established are provided. The assumptions or presuppositions are: (1) the assumption that young children necessarily have a short at-

tention span; (2) the assumption that "giving" children language is always a good thing; (3) the assumption that maximum intervention is educationally sound; (4) the assumption that we are neither out-or-our-minds nor out-of-our-bodies; and (5) the assumption that we recognize that we are a violent society. It is concluded that to use observation affectively, an educator must be prepared to continually reassess his own system of values. (DB)

ED 078 967 PS 006 743
Masters, John C. Christy, Monica C.
Achievement Standards for Contingent Self-Reinforcement: Effects of Task Length and Task Difficulty.
Minnesota Univ., Minneapolis. Inst. of Child Development .
Pub Date 73
Note—22p.; An abbreviated account of this experiment was presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., March 29 - April 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Early Childhood, *Elementary School Students, Grade 2, Individual Development, *Reinforcement, Self Evaluation, *Self Reward, *Socialization, Task Performance
It was hypothesized that socialization within an achievement-oriented culture would encourage children to adjust the amount of contingent self-reward according to the length and difficulty of a task. A total of 32 second grade children completed long-easy, long-difficult, short-easy, and short-difficult versions of three tasks and set their own amount of reward following each. Long tasks were judged to merit greater amounts of reward than shorter ones, but the effect of difficulty varied across tasks. It is proposed that an additional factor, namely the quality or accuracy of performance, was also governing level of self-reward. Individual differences in amount of self-reward were consistent across tasks. (Author/ST)

ED 078 968 PS 006 744
A Report of the Home Based Working Conference, Learning Institute of North Carolina (LINC) (March 12-15, 1973).
Learning Inst. of North Carolina, Durham.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date Mar 73
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demonstration Programs, *Early Childhood Education, Evaluation, *Home Programs, Instructional Staff, Medical Services, Nutrition, Parent Child Relationship, Parent Education, *Parent Participation, *Preschool Programs, *Program Descriptions, Training
Identifiers—*Project Head Start, *Project Home Start
The primary objective of this conference was to provide Head Start program representatives with information and descriptive materials on approaches to home-based education for preschool children with the parent as the focal point. Descriptions of six different programs outline objectives, services, advantages, and disadvantages, cost, evaluation plans, and staff training. Also included in the report are conference evaluation data, brief descriptions of other home-based programs, and a bibliography. (ST)

ED 078 969 PS 006 745
LaVoie, Joseph C.
The Effect of Type of Punishment on Resistance to Deviation.
Nebraska Univ., Omaha. Dept. of Psychology.
Pub Date Mar 73
Note—23p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, *Early Childhood, *Elementary School Students, Grade 1, Grade 2, Negative Reinforcement, *Positive Reinforcement, *Punishment, Sex Differences
The comparative effectiveness of an aversive stimulus, withholding of resources, withdrawal of love and reasoning, when used alone and combined with praise, was assessed in the standard laboratory punishment paradigm using 120 first and second graders as subjects. Resistance to deviation was used as the measure of punishment effectiveness. Sex of child, use of praise, and type of punisher were combined in a 2 x 2 x 5 factorial design, with a female as the punitive agent. The most stable response pattern resulted from the use of an aversive stimulus. Neither use of praise nor sex of child significantly influenced punisher effectiveness. The practice of grouping various punishment measures under the categories of sensitization and induction measures was discussed. (Author/ST)

ED 078 970 PS 006 746
Dennis, Wayne
Children of the Creche.
Pub Date 73
Note—120p.
Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 ($7.95)
Document Not Available from EDRS.
Descriptors—Adoption, Child Care Workers, Disadvantaged Environment, *Disadvantaged Youth, Early Experience, Educational Retardation, *Infants, *Institutional Environment, Institutionalized (Persons), *Intelligence Quotient, Mental Retardation, Personality Development, *Retarded Children, Sex Differences, Test Interpretation, Test Results
Identifiers—Cattell Infant Intelligence Scale, Lebanon, Stanford Binet Test
This book reports the experiential deprivation and intellectual retardation of children from the Creche, a Lebanese social agency devoted to the care of foundlings from birth to 6 years. Begun in 1955, this study explored the role of environment, specifically, the effects of adoption, on IQ. Results showed that the mean IQ for both boys and girls after the first year of institutionalization was slightly above 50. It was found that, as a group, children adopted from the Creche within the first 2 years of live overcame their initial retardation, reaching and maintaining a mean IQ of approximately 100. But children adopted after the age of 2 years did not overcome their preadoptive retardation indicating that experiential deprivation can have severe and enduring consequences. (ST)

ED 078 971 PS 006 747
Rusch, Reuben R. Dinkmeyer, Don
A Report on the Findings of One Experimental Study.
Pub Date 5 Apr 72
Note—12p.; Paper presented at the Task Force Symposium (LaSalle, Illinois, April 5, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, *Early Childhood Education, *Elementary School Students, *Guidance Programs, Interpersonal Competence, Interpersonal Relationship, *Program Effectiveness, Self Concept, *Social Development
Identifiers—Developing Understanding of Self and Others (DUSO)
This study was designed to assess the relative effectiveness of one available guidance program at the elementary level, Developing Understanding of Self and Others (DUSO). The program is appropriate for young children, ages 5 through 8, and attempts through listening, inquiry, discussion, and role playing to help children better understand social-emotional behavior. A review of the literature produced no appropriate measuring instrument. Thus, a specially prepared device for assessing the affective objectives of the program was constructed and used. Results indicated that DUSO was an effective guidance program. (Author/ST)

ED 078 972 PS 006 748
Schaefer, Earl S.
Child Development Research and the Educational Revolution: The Child, The Family and the Education Profession.
Pub Date Feb 73
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26 - March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Development, *Early Childhood Education, *Educational Responsibility, Family Influence, *Models, *Parent Child Relationship, *Parent Education, Parent Role, Social Services, Teacher Role
According to this paper, the education profession can best serve the child and his family by training and encouraging parents to be better able to care for and educate their children. This objective would require emphasis upon developing communication, cooperation, and collaboration with parents to support the child's extra-academic education. It would also require educators to involve themselves in training parents and future parents in family care and education skills. Educational planners could then begin to develop the money, manpower, motivation, methods, materials, and models required to implement a life time and life space perspective on education. The objectives of enrolling children in school at five, four, or three years of age and of enrolling infants in developmental day care might appear less urgent if family care and education of children is strengthened and supported. (ST)

RC

ED 078 973 56 RC 007 071
Hughes, B. E.
Evaluation Report of the Bilingual Education Program. Harlandale Independent School District, San Marcos Independent School District, Southwest Texas State University, 1969-70.
Harlandale Independent School District, San Antonio, Tex.; San Marcos Independent School District, Tex.; Southwest Texas State Coll., San Marcos.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 70
Grant—OEG-0-9-0530014-3480(280)
Note—60p.; Related documents are ED 055 686 and ED 071 795
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attendance, *Bilingual Education, *Elementary Grades, English (Second Language), Language Development, *Mexican Americans, *Program Evaluation, Rating Scales, Self Concept, *Tables (Data)
Identifiers—*Texas
The Bilingual Education Program for 1969-70 was evaluated in this report. The program consisted of 1,220 Mexican American pupils in grades 1-3 in Harlandale Independent School District, San Marcos Independent School District, and St. John's Catholic School in San Marcos. Its primary objective was to provide a learning situation to meet the special needs of children who speak limited English and whose dominant language is Spanish. Its goal was to help the child achieve normal educational progress by third grade. The program involved 5 components: curriculum development, instruction, teaching improvement, community involvement, and project coordination. Specific objectives for each component, participants, measuring devices, and an analysis of data obtained were presented. Tabular data covered teachers, schools, and pupils; C.A. and I.Q. scores for first grade; Metropolitan Achievement Test Scores in English language arts and math; attendance percentages; comparisons of Inferred Self-Concept Judgment Scale results; and teachers' rating. Appendices included sample rating scales and questionnaires, parents' comments, and a sample lesson from a first grade social studies unit. (NQ)

ED 078 974 32 RC 007 073
Nachman, Cynthia P., Comp.
Migrant Education. Third Annual Regional Workshop (Virginia Beach, Va., March 5-9, 1972).
Virginia State Dept. of Education, Richmond. Office of Federal Programs.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
Pub Date 9 Apr 72
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), Educational Development, *Group Discussion, Health, *Migrant Education, Nutrition, *Reading, *Reports, Teacher Aides, Vocational Education, *Workshops
The Third Annual Regional Workshop on Migrant Education was held on March 5-9, 1972 in Virginia Beach, Virginia. This conference was for migrant educators from the Eastern Stream

states extending from the Gulf of Mexico north to New England. Over 480 participants met, coordinating their ideas and experiences to create a better world for the migrant child. Among the participants were state directors, superintendents, administrators, teachers, teacher aides, home-school coordinators, terminal operators, and school nurses. Speeches and group meetings devoted to interstate cooperation for migrant programs were held during the workshop. Excerpts from some of the speeches and group discussions were given in this booklet. Some topics covered were the Criterion Reference Reading System; vocational education; health; nutrition; recruitment; utilization of teacher aides; the effective use of terminal operators; the stress of communication; use of posters, pamphlets, and pictures; and interstate cooperation for the exchange of teachers, teacher aides, teaching materials, and migrant transfer records. (NQ)

ED 078 975 RC 007 079

Dulfer, Eberhard, Ed.

Training Facilities for Cooperative Personnel in African Countries.

United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date 71

Note—157p.

Available from—UNIPUB, Inc., 650 First Avenue, P.O. Box 433, New York, New York 10016 ($3.00)

Document Not Available from EDRS.

Descriptors—*Agricultural Personnel, Colleges, *Cooperative Programs, *Cooperatives, Course Organization, *Educational Facilities, Rural Areas, *Rural Development

Identifiers—*Africa

For training and protection in any economic sector, a cooperative society is an appropriate organization. In such a society, members give mutual aid, exchange experiences, and benefit from the direct advice of civil servants. The African countries need a cooperative society. Cooperatives for handicrafts, credit, consumers, housing, and agriculture already exist in some African countries. Since agriculture is dominant in nearly all African countries, rural cooperatives are the most common. However, cooperative personnel are often trained in institutes outside of Africa, resulting in problems for adapting non-African experiences to their countries. Therefore, the governments of most African countries have established special training departments. Those institutions already in existence are examined for efficiency. This publication provides a survey of cooperative training centers and their training programs in African countries. It also lists centers outside of Africa. (NQ)

ED 078 976 RC 007 083

Veloz, Felipe

Factors Related to Usage of the Migrant Student Record Transfer System in Five States with High Migrant Concentrations.

Pub Date Jul 73

Note—154p.; Doctoral Dissertation, New Mexico State University, Las Cruces

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Agriculture, *Computers, Economic Factors, *Educational Problems, Evaluation, *Information Systems, *Inservice Programs, *Migrant Child Education, Objectives, Program Planning

Identifiers—*Migrant Student Record Transfer System

The purpose of this study was to determine to what degree public school districts with heavy migrant populations utilize the services of the Migrant Student Record Transfer System (MSRTS), and to identify and describe some factors which may influence future use of the MSRTS in 5 states. An original questionnaire was developed and administered by mail to school districts participating in the MSRTS and to those school districts identified as potentially eligible and not participating in the MSRTS. Responses to questionnaire items were analyzed using chi-square and analysis of variance. Descriptive data were also presented. The school districts were divided into 3 groups: Group I--using MSRTS and having a terminal physically located in the district; Group II--using MSRTS but not having a terminal; and Group III--potentially eligible for participation and lacking terminals. Findings concluded that there were significant differences in high, medium, and low usage among the groups and that the size of the school district was not a factor. (Author/PS)

ED 078 977 RC 007 084

Merkin, Donald H.

Ethnic Differences in Mobility Attitudes: A Comparison of Mexican American and Anglo Female High School Students.

Pub Date Jan 72

Note—69p.; Master's Thesis, Colorado State University, Fort Collins

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anglo Americans, Attitudes, Cultural Differences, *Females, *High School Students, Literature Reviews, Masters Theses, *Mexican Americans, *Mobility, Occupational Aspiration

The purpose of this study was to determine whether differences in mobility attitudes existed between Anglo and Mexican American female high school students. The variables used to determine this were (1) socio-economic status, (2) world view, (3) homemaking-work orientation, and (4) level of occupational aspiration. The sample consisted of 339 junior and senior girls (177 Anglos and 162 Mexican Americans) from 11 high schools in Colorado. All the participating schools were located in socially and economically depressed areas, with a seasonal agricultural base,chronic out-migration, and poverty. Data were collected by a 26-page questionnaire administered under the supervision of trained graduate students. The students were given an hour to complete the questionnaire, but they were permitted additional time if needed since the emphasis was on completeness of response instead of speed. The findings showed the 2 groups to be almost identical for levels of occupational aspiration; middle status Mexican Americans to be "less active" in their world view; lower status Mexican Americans to be oriented towards outside employment while lower status Anglos preferred homemaking; and socio-economic status to be the only major distinction between the groups. (NQ)

ED 078 978 RC 007 085

Warren, Dave

Cultural Studies in Indian Education. Position Paper.

Institute of American Indian Arts, Santa Fe, N. Mex.

Pub Date Sep 72

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Community Influence, *Cultural Awareness, Curriculum Development, Federal Programs, Institutions, Instructional Materials, *Literature, *Philosophy, *Social Systems, Values

Identifiers—BIA, Bureau of Indian Affairs, *Institute of American Indian Arts

A broad interpretation of cultural studies is used in this position paper. The need for insight and appreciation of cultural diversity between American Indians and non-Indians is described by cultural pluralism and its application in Indian education, and response to cultural pluralism--programs and activities in the Indian community. The responses are local/community projects, regional/state programs, community centers, and the development of organized cultural materials programs. Some of the materials programs include writing original histories, studies of Indian government and legal systems, linguistic information, Indian literature, and curriculum change and development. It is noted that the future of the Indian people will largely be determined by the acquisition of skills necessary to live in a rapidly changing technological society. (PS)

ED 078 979 RC 007 086

Research and Cultural Studies Development Section: Functional Statement.

Institute of American Indian Arts, Santa Fe, N. Mex.

Pub Date Sep 71

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, *Cultural Centers, Cultural Education, Curriculum Development, Educational Needs, *Federal Programs, Information Dissemination, *Program Development, Program Proposals, Research Utilization, *Resource Materials, Tribes

Identifiers—BIA, *Bureau of Indian Affairs

The Bureau of Indian Affairs (BIA) Cultural Studies Center organizes national and international resource materials; develops updated and accurate information on American Indian culture; and provides other corollary activities related to research, curriculum, and training support. The 7 objectives of the BIA field unit are designed to establish a specific center that serves resource and general education needs in the study of American Indians; provides support for curriculum development and teacher training; and develops newer and more accurate resource materials through the Institute of American Indian Arts. The Center maintains contact with national and international resource programs and Indian institutions. Materials are developed on a basis of need, through solicitations from tribal groups and informal information gathering. Major dissemination is provided through contract provisions made with tribes and individuals. The appendix presents an outline for proposals and a schematic description of the Cultural Studies Program and related projects. (KM)

ED 078 980 RC 007 087

Rosenbluth, Henry And Others

Fort Sill ORBS Survey.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Jul 73

Note—124p.; Pages 91-97 of the original document are copyrighted and therefore not available

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Achievement, *American Indians, *Boarding Schools, Counseling Services, Curriculum Development, *Educational Objectives, *Evaluation, Federal Programs, *Nonreservation American Indians, School Administration

Identifiers—*Fort Sill Off Reservation Boarding School, Oklahoma

The purpose of this evaluation is to provide an understanding of the educational environment at the Fort Sill Indian School and to exert positive influence for change. The Bureau of Indian Affairs (BIA) school's philosophy, goals, administrative management, and staffing are explained. Various aspects of the school program are examined and recommendations made in the following areas: curriculum, mathematics and science, language arts, social sciences, industrial arts and home economics, dormitory living, out-of-class activities, cultural arts, athletic program and physical education, food service, enrollment accounting, and facilities. Program alternatives, including contracting, are described and recommendations are made. Questionnaires used in the study are appended with additional information on the BIA school. (PS)

ED 078 981 RC 007 088

Kleibrink, Michael Charles

Value Orientations of Retrained-Relocated Mexican-Americans.

Pub Date Dec 71

Note—118p.; Master's Thesis, Texas A&M University, College Station

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Community Influence, Educational Background, Family Influence, *Mexican Americans, Occupational Guidance, On the Job Training, *Relocation, *Social Influences, Tables (Data), *Values

Identifiers—*Texas

Value orientations measured through status orientations were analyzed in an attempt to predict which participants in a training relocation program stay in the receiving community and on the job in an aircraft industry. Data were taken from a study of the occupational and personal adjustment of retrained-relocated workers and their families. Mexican American workers from the Lower Rio Grande Valley of Texas were trained to be aircraft assemblers for 4 weeks near their homes and then were relocated about 500 miles away to work. Personal interviews were obtained from 46 relocatees and from 44 selected relocatees who left their jobs and returned home. Three categories of relocatees were identified: stayers, returnees, and terminals or those who had quit but had not been interviewed after their termination. Results indicated that there may be a unique set of values associating certain classes of jobs and that these led to successful worker adjustment into similar situations, that anticipatory socialization was important in the adjustment

process, and that educational orientations were important in placement while social orientations seemed vital to relocation. (Author/PS)

ED 078 982 RC 007 089
Riley, Susan G., Ed.
Mental Health Planning Conference for the Spanish Speaking (Bethesda, Maryland, January 11-12, 1972).
National Inst. of Mental Health, Rockville, Md.
Pub Date 12 Jan 72
Note—101p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Alcoholism, *Conference Reports, Drug Abuse, Health Services, *Mental Health Programs, *Program Planning, Research, *Spanish Speaking, *Speeches

The National Institute of Mental Health (NIMH) Mental Health Planning Conference for the Spanish Speaking was held on January 11-12, 1972, in Bethesda, Maryland. Thirty Spanish speaking professionals and nonprofessionals from 12 states and the District of Columbia met with NIMH and the National Institute of Alcohol Abuse and Alcoholism. The conference proceedings are listed in 5 sections: (1) the conference in perspective, (2) reports of group meetings, (3) responses by the various NIMH divisions, (4) summary of recommendations by the participants and some divisions, and (5) a list of conference participants. Opening remarks by NIMH staff detailed the conference purpose and expectations; the conference as a step toward program planning for the Spanish speaking; DHEW health initiatives; present and future status of the minority center; and NIMH priorities. Reports discussed mental health services, manpower and training, special mental health programs, alcoholism and drug abuse, and mental health research. The divisions of mental health service, manpower and training, extramural research, special mental health, and the National Institute of Alcohol Abuse and Alcoholism made responses. (NQ)

ED 078 983 RC 007 090
Wages, Sherry Diane
Mexican American Dropouts in the Valley--Their Reasons for Leaving School and Their Educational and Occupational Status Projections.
Pub Date Aug 71
Note—146p.; Master's Thesis, Texas A&M University, College Station
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Achievement, *Attitudes, Careers, *Dropouts, *Educational Attitudes, *Employment Potential, Expectation, High School Students, Masters Theses, *Mexican Americans, Success Factors, Tables (Data), Youth Employment
Identifiers—*Texas

Analyzing the reasons that Mexican Americans drop out of school, this thesis also examined the educational and occupational status projections of these dropouts, compared to their peers still in school. Data from 4 Texas counties--Dimmit, Maverick, Starr, and Zapata--were gathered on 596 Mexican American students in 1967 and on 74 Mexican American dropouts in 1968. The study determined that a majority of the dropouts desired and expected to complete high school and go on to higher education, although none of the males expected to graduate from college, while 20% of the females did. Almost three-fourths of the dropouts desired intermediate jobs, with almost one-third of the females, compared to 5% of the males, desiring high level jobs. There were substantial differences between the dropouts' and their in-school peers' status projections. Students had higher projections than dropouts, although both groups expressed lower expectations than aspirations. The results of this research supported Merton's contention that high success goals are a universal pattern in all cultures in American society. References, appendices, and tables closed the document. (Author/KM)

ED 078 984 88 RC 007 091
Miles, Marilyn
The Education of the American Indian Pupils in Classes for the Mentally Retarded.
Northern Indian California Education Project, Eureka.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date Jun 73
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Community Involvement, Cultural Factors, Cultural Pluralism, *Curriculum Development, Educable Mentally Handicapped, Educational Opportunities, *Mental Retardation, Self Concept, Skill Development, *Special Education, State Programs, Teacher Education
Identifiers—*California

The Northern Indian California Education Project is devoted to increasing the quantity and quality of accurate information available about local American Indian life through curriculum development, to helping school personnel to better understand and meet the needs of Indian students, and to increasing the participation and influence of Indian people in their local educational processes. This Elementary and Secondary Education Act, Title III project report, a product of the special education component of the project, provides additional information to teachers, administrators, and other educators on the special educational needs of Indian children. Its main focus is the Indian child in the educable mentally retarded program. None of the children depicted in the report are actually enrolled in special education classes. (FF)

ED 078 985 RC 007 092
Wilber, George L., Ed. Bishop, C. E., Ed.
Rural Poverty in the United States. A Report by the President's National Advisory Commission on Rural Poverty.
National Advisory Commission on Rural Poverty, Washington, D.C.
Pub Date May 68
Note—606p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($5.75)
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Agriculture, *Economic Disadvantagement, Family Planning, Health Services, Local Government, *Migration, Natural Resources, Negroes, *Rural Areas, *Rural Urban Differences, *Unemployment

Papers prepared for the National Advisory Commission on Rural Poverty are presented in this report. These papers provide the Commission background information for recommendations submitted to the President of the United States. Major topics covered include the structural changes taking place in rural areas and the interrelationships between rural and urban America; occupational mobility and migration; health care and family planning; the developmental nature of agriculture and other natural resource industries; the ecnomics of poverty; and policies and programs to alter income distribution. Other papers prepared for the Commission but not published are listed in the appendix. (PS)

ED 078 986 24 RC 007 093
Wright, Wynn D.
Survey of Ak Chin Indian Reservation to Determine Educational Needs. Final Report.
Ak Chin Indian Community, Maricopa, Ariz.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-1-I-098
Pub Date Apr 73
Contract—OEC-9-72-0010
Note—142p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, Community Involvement, Demography, *Educational Background, *Educational Development, Educationally Disadvantaged, *Educational Needs, *Reservations (Indian), Sociocultural Patterns, Socioeconomic Status, Tribes
Identifiers—Ak Chin Indians, Arizona

The Ak Chin Reservation survey to determine educational needs had 3 objectives: (1) to discover what the Ak Chin desire and will support in education, (2) to encourage Ak Chin participation in planning on the basis of research findings, and (3) to obtain demographic data necessary for planning. A structured interview was administered to 52 reservation families in Summer, 1972 and an opinionnaire to single youths between the ages of 13 and 18. Findings yielded data on number and ages, educational level, child rearing practices, language, willingness to participate, perception of educational needs, identification of leadership, and rank order of values. The Ak Chin desired education on their reservation where the family can participate as a unit. They wanted vocational training and recreation for all ages, as well as adult education. A community school concept with the Ak Chin involved in planning was recommended with diversified education for all ages. Vocational training, particularly vocational agriculture, was suggested for youth. Involvement of Ak Chin in teaching, insofar as possible, in the community school and parent education in intellectual and motivational stimulation of children was recommended, as well as preschool education for young children. (Author/FF)

ED 078 987 RC 007 094
Supplementary Projects and Activities for Wisconsin Native Americans.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Pub Date [72]
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activities, *American Indians, Audiovisual Instruction, Drug Education, *Educational Development, Federal Aid, *Program Descriptions, *Project Training Methods, State Aid, Teacher Education
Identifiers—*Wisconsin

The booklet contains a brief listing of supplementary projects and activities for Wisconsin American Indians in which the Department of Public Instruction assumes a primary role. Examples of the projects and activities are: American Indian enrichment project, audio listening center, audio-visual program development on post-high school opportunities for Indian students, drug education, Elementary and Secondary Education Act (ESEA) Title I project offering services to Indians, and workshops for teachers of Indian children. Special funds provided to the local public school districts for eligible Indian students on non-taxable lands under the Johnson O'Malley and Federally Impacted Aid programs have not been included. In addition, programs funded with state and/or Federal resources which benefit Indian students but also are provided to non-Indian students have not been listed. (FF)

ED 078 988 RC 007 095
Van Raalte, Robert C. And Others
Report of Indian Education in Wisconsin under State Contract with the Bureau of Indian Affairs. Annual Report (25th).
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Pub Date Dec 72
Note—55p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Attendance Records, *Educational Finance, Elementary Schools, *Enrollment Trends, High Schools, Inservice Education, *Public Schools, *Self Concept, State Programs, Student Transportation, Tax Rates
Identifiers—Johnson O Malley Act, *Wisconsin

A summary of the major program activities designed for American Indian students in Wisconsin who attended public schools eligible for Johnson-O'Malley funding during the 1971-72 school year is presented in this report. Included are an Indian education fund financial statement; school tax, enrollment attendance, and student transportation information; Johnson-O'Malley contracts for 1971-72; Wisconsin summary reports for both elementary and high schools; and local district financial reports. Special Indian education programs are described and additional information is presented in the narrative section. (PS)

ED 078 989 RC 007 098
Kleinfeld, Judith And Others
Land Claims and Native Manpower. Staffing Regional and Village Corporations under Alaska Native Claims Settlement Act of 1971.
Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.; National Science Foundation, Washington, D.C.
Pub Date 73
Note—55p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Clerical Occupations, *Educational Programs, *Eskimos, Financial Support, *Land Acquisition, *Manpower Development, Professional Training, Technical Education
Identifiers—*Alaska

An exploratory examination of the professional, technical, and clerical manpower needs of Alaskan regional and village corporations established under the Native Land Claims Settlement Act, this report recognized that critical staffing needs can only be met by carefully designed educational and training programs. The staffing demand analyses were, however, tentative because corporate requirements will depend on final enrollment figures, rate of state financial contributions, and other revenue flow development. The report estimated that by Fiscal Year 1978, Native corporations will require at least 400 to 600 professional, technical, and clerical personnel. Highest demands were projected for social and economic program administrators, business managers, attorneys, land management specialists, comptroller/accountants, land resource technicians, secretaries, and bookkeeper/accounting clerks. (KM)

ED 078 990 RC 007 099

Annual Report to the Office of Indian Affairs from the Director and the Supervisors of Indian Education for the State of Minnesota, 1970-71.

Minnesota State Dept. of Education, St. Paul.

Pub Date 71

Note—107p.; Related documents are ED055705 and RC007100

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adult Education, *American Indians, Class Attendance, *Education, *Educational Finance, Elementary Schools, Enrollment, *Federal Aid, Higher Education, School Taxes, Secondary Schools, *State Programs, Student Transportation, Tables (Data)

Identifiers—*Minnesota

American Indian education in Minnesota during 1970-71 is described in this report. Data presented in tabular form include financial reports; special state aid; enrollment and attendance; per pupil costs for schooling, hot lunches, and transportation; 8th and 12th grade graduates; and the rate of school taxes. Information is also provided for some special programs including Johnson O'Malley funding, scholarships for higher education, human relations training, and programs covered by Opportunities Unlimited Minnesota Indians and the Education Professions Development Act. (PS)

ED 078 991 RC 007 100

Annual Report to the Office of Indian Affairs from the Director and the Supervisor of Indian Education for the State of Minnesota, 1971-72.

Minnesota State Dept. of Education, St. Paul.

Pub Date 72

Note—87p.; Related Documents are ED055705 and RC007099

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *American Indians, Community Involvement, *Educational Development, Educational Improvement, Elementary Education, Employment, *Federal Programs, Financial Support, Language Instruction, Reservations (Indian), Secondary Schools, *State Programs, Tables (Data), Tribes

Identifiers—*Minnesota

The Minnesota Indian Education Program provided a "turning point" for the state's Indians during Fiscal Year 1972. There was a 31% increase in Indian high school graduates and over 3,800 adults were enrolled in Indian Adult Basic Education. The program received funding from over 15 outside agencies, including the U.S. Office of Education. The Johnson O'Malley program took significant steps in providing more local decision-making authority by establishing Local Indian Education Committees. During June of 1972, the Indian Education Section of the Minnesota Department of Education operated its first Chippewa Language Camp. The year also saw the number of full-time civil service positions increased over 100% in the Indian Education Section. The report detailed this progress by statistical and financial reports of state programs, Johnson O'Malley individual financial reports, and achievements in the scholarship and adult education programs. Budgeted and non-budgeted school districts were listed. (KM)

ED 078 992 RC 007 101

Politzer, Robert L. Ramirez, Arnulfo G.

Judging Personality from Speech: A Pilot Study of the Attitudes Toward Ethnic Groups of Students in Monolingual Schools. Research and Development Memorandum No. 107.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—NE-Mem-107

Pub Date Jun 73

Contract—NE-C-00-3-0063

Note—55p.; Related study is RC006926

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Anglo Americans, *Attitudes, Bilingual Education, *Ethnic Groups, *Mexican Americans, *Personality Studies, Spanish Speaking, *Speech

The purpose of this study was to investigate the attitudes of Mexican American and Anglo American students toward speech types that represent different social and ethnic groups. The subjects were 88 Mexican American and 61 Anglo American students in the 3rd, 6th, 9th, and 12th grades in 2 school systems. The technique used was the matched-guise method in which each of several bilingual speakers read different passages in varying languages or dialects. Major findings were that accented English was downgraded by all subjects; that there was little upgrading of any guise by the Mexican Americans, by the females, and by the students in the upper grades; and that there was positive evaluation of Spanish in the upper grades, especially among the Mexican Americans. (PS)

ED 078 993 RC 007 102

Heywood, Stanley J. And Others

Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973). Position Papers, Volume 1.

Eastern Montana Coll., Billings.

Pub Date 29 Apr 73

Note—193p.; Position papers presented at Native American Teacher Corps Conference, Denver (Colorado, April 26-29, 1973); Related document is RC007103

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*American Indians, *Communication (Thought Transfer), Culture, Dropouts, *Education, Government Role, Health Occupations, *Reports, Reservations (Indian), *Teacher Education, Teacher Workshops, Tribes

Identifiers—*Teacher Corps

The first of 3 volumes of position papers presented at the first Native American Teacher Corps Conference (Denver, Colorado; April 26-29, 1973) presents 8 position papers and 3 addresses. The content is: (1) addresses; (2) on Indian's education; (3) culture and education; (4) theoretical construct of the ideal school system for American Indians...K-Life; (5) developing a Native American Studies Program; (6) Indian health professionals; (7) value conflicts as a cause for dropouts; (8) the role of communications in Indian life; and (9) Teacher Corps: a model for training teachers. (FF)

ED 078 994 RC 007 103

Christensen, Rosemary And Others

Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973). Position Papers, Volume 2.

Eastern Montana Coll., Billings.

Pub Date 29 Apr 73

Note—240p.; Position papers presented at Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973); Related document is RC007102

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*American Indians, Child Development, Community Involvement, Cultural Education, *Culture, *Education, Federal Programs, History, Politics, *Reports, Reservations (Indian), State Programs, *Teacher Education, Teacher Workshops, Tribes, Visual Arts

Identifiers—*Teacher Corps

The second of 2 volumes of position papers presented at the first Native American Teacher Corps Conference (Denver, Colorado; April 26-29, 1973), is composed of 8 position papers. These include: Indian education: the rights of a people; education and politics; school as it relates to present and future societies; multi-cultural teacher education center at Rough Rock; the visual achievements of the 19th century Plains Indians; crisis in red and white; early childhood in Indian communities; and HEW and state responsibilities to Indian education. (KM)

ED 078 995 RC 007 107

Christenson, James A. Dillman, Don A.

Rural-Urban Value Patterns.

Pub Date 25 Aug 73

Note—15p.; Paper presented at the Rural Sociological Society Annual Meetings, College Park, Maryland, August 23-26, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, Cultural Environment, Demography, *Ecological Factors, Occupations, Rural Population, *Rural Urban Differences, *Sociocultural Patterns, *Values

Identifiers—*Washington State

The purpose of this study was to assess whether ecological or occupational rural-urban differences imply sociocultural differences as measured by public values. Data were gathered during 1970 in a random state-wide survey of Washington residents, N = 3101, response rate = 75%. Two indicators were selected to measure the ecological aspect of society: (1) relative degrees of population density and (2) size and place of residence. Three categories were selected to assess the occupational aspect. Major conclusions were that ecological and occupational rural-urban differences did not necessarily imply cultural differences and that analysis of the conservative-liberal overtones of studied values revealed no identifiable rural-urban orientation. (Author/PS)

ED 078 996 RC 007 108

Sell, Jane Ann

The Relationship Between Black Mothers' Attitudes Toward Sex Roles and Their Educational Aspirations and Expectations for Their Daughters.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date 25 Aug 73

Note—42p.; Paper presented at the Rural Sociological Society Annual Meetings, College Park, Maryland, August 23-26, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Aspiration, Age, *Females, Higher Education, Literature Reviews, *Mother Attitudes, *Negro Mothers, *Role Perception, Rural Areas, Socioeconomic Status, Tables (Data), Urban Areas

Conducted during the summers of 1970 and 1971, this study examined the relationship between the maternal attitudes of Negro mothers towards women's role and their educational aspirations and expectations for their daughters. A random sample of 294 metropolitan and 259 nonmetropolitan black Texas homemakers was used. These homemakers were interviewed by black females. The interview consisted of 8 questions pertaining to their attitudes on women's employment and education roles and their educational aspirations and expectations for their children. The socioeconomic status and age of the homemakers were used as control variables. The following conclusions were drawn: (1) the majority of these homemakers had exceptionally high educational aspirations and expectations for their daughters; (2) there was a positive relationship between acceptance of equalitarian sex roles for women and high expectations for their daughters; (3) metropolitan and nonmetropolitan differences were not apparent in their aspirations and expectations; and (4) the control variables of socioeconomic status and age had little effect on their attitudes. (NQ)

ED 078 997 RC 007 109

Dowdell, Randall S.

Historical Change in Occupational Frames of Reference of Black and White Southern Youth: 1966-1972.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—FAES-H-2811

Pub Date 25 Aug 73

Note—54p.; Paper presented at the Rural Sociological Society Annual Meetings, College Park, Maryland, August 23-26, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anglo Americans, Area Studies, Aspiration, *Comparative Analysis, High School Students, *Negro Youth, Occupational Choice, *Occupational Surveys, *Rural Youth, Tables (Data)

Identifiers—East Texas

The scope of this paper covered preliminary analyses and findings on historical change in occupational aspirations, occupational expectations, and intensity and aspiration of black and white

Southern youths from an East Texas rural high school. Comparisons were made by race and sex only to illuminate historical changes. Surveys of approximately 966 sophomores from 3 East Texas counties comprised the data base for surveys conducted in 1966 and 1972. Census data (1960-70) were examined to determine whether or not any significant historical changes had occurred in the socioeconomic makeup of the study counties. No significant historical change was observed in intensity of occupational aspiration among the respondents. Occupation remained in 1972, as in 1966, among the top 3 goals relative to the respondents, and was generally second after education, and followed by income. At both time periods occupation was evaluted only slightly higher by whites than blacks. Among black males the difference in magnitude between education and income narrowed as education decreased as the primary goal. (FF)

ED 078 998 RC 007 110
DeLong, James W. And Others
Manpower Training Program Outcomes: Indians and Rural Whites in South Dakota.
Pub Date 25 Aug 73
Note—15p.; Paper presented at the Rural Sociological Society Annual Meetings, College Park, Maryland, August 23-26, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Anglo Americans, Comparative Analysis, *Disadvantaged Groups, Employment Opportunities, *Manpower Development, Reservations (Indian), *Rural Areas, Socioeconomic Status, Vocational Education
Identifiers—Job Opportunities in the Business Sector, Manpower Development and Training Act, MDTA, South Dakota

In Fall 1971, this exploratory study investigated the association between socioeconomic characteristics of participants in selected manpower programs and the training outcomes for those participants. The 2 manpower training programs were the Job Opportunities in the Business Sector (JOBS) and a Manpower Development and Training Act (MDTA) program. Data were obtained from the application and termination forms completed for the 202 MDTA trainees and 157 trainees in the JOBS program during 1970-71. More socioeconomic attributes were associated with training outcomes for the MDTA than the JOBS program participants. The MDTA participant least likely to complete the program was a non-white male with 7-9 years of formal education, unemployed 25 weeks or less within the past year and classified as disadvantaged. Since the majority of American Indian participants weren't completing the MDTA programs, the importance of racial and cultural factors for such programs was suggested. Findings were listed for both programs. (FF)

ED 078 999 RC 007 111
Photiadis, John And Others
The Impact of Community Size and Urbanization on Values, Alienation and Satisfaction.
Pub Date 25 Aug 73
Note—29p.; Paper presented at the Rural Sociological Society Annual Meetings, College Park, Maryland, August 23-26, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Size, Education, Family Life, Living Standards, Physical Health, Religion, *Rural Areas, *Sociology, Tables (Data), *Urbanization, *Values
Identifiers—*West Virginia

The testing of theoretical propositions concerning homogeneity and isolation in rural communities was examined in terms of community size. The 1,100 male adult respondents in West Virginia were chosen through a cluster stratified sample. Sampling strata were based on size of community, region of the state, and socioeconomic status. Data were reported and findings discussed for preferences in life styles, religious beliefs and participation, attitudes toward integration into the larger society, level of living, alienation, religion and primary groups as buffers to the outside world, perception of physical health, and satisfaction with life. (PS)

ED 079 000 RC 007 112
Drabick, Lawrence W.
Some Eclectic Considerations Regarding Student Expectations.
Pub Date 25 Aug 73
Note—21p.; Paper presented at the Rural Sociological Society Annual Meetings, College Park, Maryland, August 23-26, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Aspiration, Comparative Analysis, *High School Students, Literature Reviews, *Occupational Aspiration, Rural Urban Differences, Rural Youth, *Seniors, *Tables (Data), Urban Youth
Identifiers—North Carolina

The occupational and educational expectations of high school seniors in 1970 were compared to those of seniors in 1963. Data were obtained in 1963 for 1,200 seniors and in 1970 for 3,100. Both samples were from North Carolina high schools, although the 1970 sample had a much larger urban component and included non-public school students. The measurement techniques included an arbitrary dichotomization based on a modification of the North-Hatt scale and the ability to name the college which the student planned to attend in the fall. Analysis of data was limited to percentages of students with high expectations. The major findings were: (1) the proportion of males with high occupational expectation increased from rural, through village, to urban residence in 1970; (2) expectation was slightly greater for females from village than urban residence in 1970; (3) there was greater increase for males than for females in 1970; and (4) educational expectations followed the same trends as occupational expectations. Data were presented in tabular form. Comparisons with other studies were given in narrative form. (NQ)

ED 079 001 RC 007 113
Singh, Ram N. Wiseman, Patricia
Modern Value Orientations and Attitudes of Southern Ohio's Rural Youths Toward Abortion and Ohio's Law Concerning Abortion.
Pub Date 26 Aug 73
Note—17p.; Paper presented to the Annual Meeting of the Rural Sociological Society, College Park, Maryland, August 23-26, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abortions, *Attitudes, Family Planning, *Rural Youth, Socioeconomic Status, *State Laws, Tables (Data), *Values
Identifiers—*Ohio

The hypothesis that value orientation is a more important determinant of fertility behavior than social class was examined in this study. Data were obtained from 4 rural high schools in Lawrence County, Ohio. The sample consisted of 500 Protestant, white single students. Dependent variables were youth attitudes toward abortion and Ohio's abortion law. Independent variables were value orientations and social class. It was found that youths with modern value orientations had more liberal attitudes toward abortion, that youths from a high socioeconomic status expressed more liberal attitudes than youths from a low socioeconomic status, and that value orientations affect attitudes toward abortion apart from socioeconomic status. The major conclusion was that there existed a significant and positive correlation between modern value orientation and attitudes of rural youth toward abortion and Ohio's abortion law. (PS)

ED 079 002 RC 007 114
Lin, Y. N. Cleland, C. L.
Rural Development Alternative Analysis Through the Use of Discriminant Function and Socioeconomic Indicator Matrices.
Pub Date Aug 73
Note—20p.; Paper presented at annual meeting of Rural Sociological Society, College Park, Maryland, August 23-26, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Attitudes, *Discriminant Analysis, Human Resources, Living Standards, *Migration Patterns, Natural Resources, *Rural Development, *Socioeconomic Influences

One approach to the use of socioeconomic indicators for analyzing rural development alternative strategies is presented in this paper. The underlying assumptions of such an analysis are discussed. Necessary analytic information include (1) data on rural opinions about each facet of the socioeconomic environment and selected socioeconomic characteristics of people possessing those opinions, and (2) data for the construction of socioeconomic indicators from such sources as the censuses of population, housing, agriculture, and manufacturing; statistical series from various state and Federal agencies; local newspapers; and local government agencies. Suggested procedures for the use of discriminant analysis are detailed. (PS)

ED 079 003 RC 007 115
Pyper, Sallie, Comp. Webb, Orva, Comp.
Migrant Education Program: A Handbook for the Teaching of Selected Concepts.
Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Mar 72
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, Concept Teaching, *Creative Activities, *Enrichment Activities, Fundamental Concepts, *Learning Activities, *Migrant Child Education, Supplementary Reading Materials

Sets of illustrative instructional activities for teaching basic concepts to migrant children are contained in this handbook. Activities focus primarily on the Boehm Test of Basic Concepts. Other concepts are introduced where they would facilitate instruction. The activities in this handbook are arranged in sequence, progressing from the use of 3-dimensional objects to the use of 2-dimensional materials to more abstract applications. Supplementing the activities are a list of selected materials, a chart for relating specific concepts to those materials, and a short list of suggested readings. (Author/NQ)

ED 079 004 RC 007 116
Jensen, Joyce Martin
School Readiness and Achievement of Crow Indian Children, First Through Fourth Grades, at Pryor, Montana.
Pub Date Dec 69
Note—118p.; Master's thesis submitted to Montana State University, Bozeman
Available from—Inter-Library Loan from Montana State University, Bozeman
Document Not Available from EDRS.
Descriptors—*Achievement, *American Indians, Elementary School Students, Grade 1, Grade 2, Grade 3, Grade 4, *Group Intelligence Testing, Public Schools, *School Readiness Tests, *Student Testing
Identifiers—*Crow Indians, Montana

The study was based on a year's work with Crow Indian children, grades 1-4, at Pryor, Montana. Five tests were given and evaluated: the Stanford-Binet Intelligence Scale, the Metropolitan Achievement Tests, the Gesell Developmental Examination, the Lowenfeld Mosaic, and 3 selected tasks from Piaget. The 21 pupils used for this study were broken down into the following grades: 1st--3 boys; 2nd--6 girls, 2 boys; 3rd--6 girls, 2 boys; and 4th--2 girls. On the Stanford-Binet Intelligence Scale, the children did well with number concepts, copying, similarities and differences, rhymes, and memory of design. The 3 first graders received scores of "B" on the Readiness Test given in May. For grades 2, 3, and 4, arithmetic and spelling had the highest scores. The lowest scores were in Word Discrimination, Problem Solving and Concepts, and Reading. The scores on the Gesell Developmental Examination were up to 3 years behind chronological age. It was noted that the children enjoyed the Lowenfeld Mosaic. On the Piaget tasks, most of the children understood counting and had no trouble with it. It was also noted that the scores rose during the year, but not very much. This was a broad pilot study, providing a description more than dealing with definite conclusions. (FF)

ED 079 005 RC 007 117
Klonglan, Gerald E. And Others
Interorganizational Measurement: Differences Between Hierarchical Levels of Organizations.
Iowa Agricultural and Home Economics Experiment Station, Ames.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Report No—TAHEES-PH-J-7569
Pub Date 73
Note—55p.; Paper presented at the Rural Sociological Society meeting, College Park, Maryland, August 23-26, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, *Health Personnel, *Intergroup Relations, *Models, *Organization, State Agencies, Statistical Data

A cumulative, multi-item measure of interorganizational relations (IOR) was used to assess the generalizability of IOR measures across organizational hierarchical levels. An 8-item scale, from low to high intensity, was developed theoretically and empirically. Items were administered 2,700 times to state, district, and county hierarchical levels of 156 health related organizational units. Guttman analysis evaluated the empirical fit of data to the theoretical model. Comparative frameworks were an original theoretical ordering, empirical orderings, and 3 alternative theoretical orderings. Using the coefficient of reproducibility, valid scales were theoretical ordering, empirical ordering, and all alternative theoretical orderings for district and county levels. For the coefficient of scalibility, valid scales were: theoretical ordering for district level; empirical ordering for state and district levels; first alternative theoretical ordering for state level; and second alternative theoretical ordering for district level. Inconsistencies in valid scales among organizational hierarchical levels indicated that hierarchical level may be a moderator for IOR; level influences theoretical, methodological, and applied developments in IOR. (Author/NQ)

ED 079 006 RC 007 118

Temple, Dennis Michael

Comparative Approach to the Study of a White-Indian-Negro Caste System in Robeson County, North Carolina.

Pub Date 71

Note—142p.; Master's Thesis, North Carolina State University, Raleigh, 1971

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Acculturation, *American Indians, *Anglo Americans, *Caste, *Comparative Analysis, Education, Masters Theses, Minority Groups, *Negroes, Social Stratification, Socioeconomic Status

Identifiers—*Lumbee Indians, North Carolina

Attempting to find empirical evidence to support an hypothesis on the social stratification system in Robeson County, North Carolina, the study theorized that there exists a caste system in which the Lumbee Indians have a status between the dominant whites and subordinate Negro groups. The Lumbees and their relationship to these other groups were examined. Data were gleaned from 2 regional studies–a survey of 3 North Carolina counties (Ashe, Anson, and Robeson), and a resurvey thereof. These counties were drawn according to an area probability sampling design. Data from 69 households in Robeson County were analyzed using chi-square test of significance. Results indicated that in most instances the Lumbee Indians' family adjustment resembles that of the Negroes or the dominant whites. American Indians in Robeson County seemed to be worse off economically than whites. The traditional bi-racial (white-nonwhite) caste system was evidently more adequate in explaining the living adjustment patterns of these groups than the previous tri-ethnic group caste system, which does not allow for the attitude differences indicated by this study. (Author/FF)

ED 079 007 RC 007 119

Graham, Melvern Eugene

Relationship of the Self-Concept to Selected Measures of Performance Among Male Navajo Students at Intermountain School.

Pub Date 71

Note—93p.; Master's Thesis, Utah State University, Logan, Utah, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, *Education, Followup Studies, High School Students, *Performance Factors, *Self Concept, Success Factors, *Vocational Education

Identifiers—*Intermountain School, Navajos

The study's objectives were to: (1) study relationships between the selected measures of high school performance and self-concept, and (2) develop a general framework for a longitudinal study of the 1971 graduates of Intermountain School and their vocational success. Data were taken from school records for senior males and from a self-reference test administered during September and early October of 1970. Scored and usable test results were obtained for 194 senior males. Results indicated there was a positive and significant correlation between a student's self-definition and his grade point average. The same results occurred between teacher evaluations and self-definition. Results from the General Aptitude Test Battery for finger dexterity and the student's orientation in school were found to be positively and significantly correlated to the student's self-definition. Orientation for a business or academic program had a higher correlation than for vocational programs. Further research was suggested for the effects of individual schools on students facing the "Anglo" world. (FF)

ED 079 008 RC 007 120

Meeker Schools ICDC [Integrated Career Development Curriculum] Implementation Case Study.

Meeker School District RE-1, Colo.

Pub Date 30 Jun 73

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, College Instruction, Community Attitudes, *Curriculum Development, Evaluation, Inservice Education, Instructional Materials, *Program Development, *Rural Areas, *Small Schools

Implementation of the Integrated Career Development Curriculum (ICDC) in Meeker, Colorado schools is described in this report. The main section of the report contains a historical description of implementation, a description of obstacles, a description of successes, and recommendations for improved implementation. Attachments contain a report on promising career education practices in small schools; a descriptive brochure of Education 233, a course offered by Western State College; an example of a teacher's course evaluation; a review of the course by a teacher-administrator; a principal's evaluation; ICDC implementation case studies of an individual teacher; sample teacher devised units; and illustrations of other ICDC uses. (PS)

ED 079 009 RC 007 121

Texas Migrant Labor. Annual Report, 1972.

Good Neighbor Commission of Texas, Austin.

Pub Date [73]

Note—83p.; Related document is ED 070 555

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agricultural Laborers, *Annual Reports, Bilingual Education, Education, Foreign Workers, Health, Housing, *Mexican Americans, *Migrant Workers, Migration Patterns, Rural Development, *Socioeconomic Influences, Tables (Data), Vocational Education

Identifiers—*Texas

Organized under a 1943 Federal grant and later constituted as a state agency, the Good Neighbor Commission of Texas is charged with coordinating the work of Federal, state, and local government units in improving travel and working conditions of migrant farm workers. A basic responsibility is surveying conditions and determining problem areas related to migrants. In 1971, the 62nd Legislature gave the Commission the responsibility for developing, in coordination with state agencies, specific programs to meet the needs of agricultural workers and their families. The Commission's efforts are the basis for this 1972 annual report. An overview of Texas migrant labor describes the emergence and final domination of the seasonal agricultural labor force by Spanish speaking people. The following are discussed: Texas agriculture and migrant labor, alien labor and immigration, technical-vocational education in Texas, and consumer state concerns. Current developments in education, housing, health, jobs, and economics are also presented. The trends in farm labor and what has been happening to the local domestic, migratory, and foreign worker in the past decade summarize the data. (NQ)

ED 079 010 RC 007 122

Escotet, Miguel A.

A Comparison Between Mexican-American and South American Students: A Cross-Cultural Study.

Pub Date 27 Mar 73

Note—26p.; Paper presented at Comparative and International Education Society, 1973 National Convention, San Antonio, March 25-27, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, *Cross Cultural Studies, Culture Conflict, High School Students, *Latin American Culture, *Mexican Americans, *Spanish Speaking, *Student Problems, Tables (Data), Tests, Values

Addressing problem areas Mexican American students identify as important and differences between South American and Mexican American student problems, this research was guided by earlier work on cross-cultural methods and student problems. The study involved 1,189 high school and university students from Chile, Columbia, Ecuador, Venezuela, Colorado and Nebraska (U.S. sample solely Mexican American). The Spanish version of the Mooney Problem Check List indicated there were significant discrepancies between Latin and Mexican American problems. The most frequently indicated problem areas for Mexican Americans were: adjustment to high school or university work; finances; living conditions; employment; personal-psychological relations; morals and religion; and home and family. These differed from the Latin American concern for personal status in university work. Findings rejected the hypothesis that Mexican American student problems are similar to those of Latin Americans. (KM)

ED 079 011 RC 007 123

Goho, Tom Smith, David

A College Degree: Does it Substantially Enhance the Economic Achievement of Chicanos? Center for Business Services Occasional Paper No. 503.

New Mexico State Univ., Las Cruces. Center for Business Services.

Report No—NMSU-CBS-503

Pub Date 19 Apr 73

Note—18p.; Paper presented at Southwestern and Rocky Mountain Division, American Association for the Advancement of Science, Lubbock, Texas, April 19, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Anglo Americans, Careers, *College Students, Educational Objectives, Employment Experience, *Employment Level, Graduates, Job Market, *Mexican Americans, Opportunities, Professional Recognition, *Rewards, Social Discrimination, *Socioeconomic Status, Vocational Education

Identifiers—New Mexico

Determining the earning patterns of 2 major Southwestern groups--Anglos and Chicanos--the study assessed the relative values of higher education to each group. Male alumni between the ages of 22 to 55 from New Mexico State University were studied. Of the 30% response return in December 1972, approximately 89% were from Anglos and 11% from Chicanos. Data were compared for average salary according to age and year of entry into the university. The study found that recent Chicano graduates were earning less than Anglo graduates, although the difference disappeared in less than 10 years. It also concluded that less than a 4-year college education provided the Chicano with only marginal economic benefits, since those with 1 to 3 years of college earned only 10% more than high school graduates. Much of this might be explained by a dual labor market and low salary expectations, although evidence suggested that the financial ill effects of discrimination disappear with job experience. (KM)

ED 079 012 RC 007 126

Deever, Merwin Segrave, Edward

Guidelines for Establishing or Reorganizing a Very Small, Individualized Secondary School. A Summary of a Doctoral Dissertation by Rowland R. King. Research Reports on Educational Administration, Volume III, No. 6, 1973.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Pub Date May 73

Note—10p.; Related document is RC 007 127

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Attitudes, Curriculum, Educational Finance, *Educational Opportunities, Flexible Scheduling, *Guidelines, *Innovation, Inservice Education, Professional Personnel, School Buildings, *Secondary Schools, *Small Schools

Guidelines to assist administrators in establishing a small secondary school or revising an existing one were presented in this report. The study population was chosen from the Western Regional area and a pilot study was conducted with Arizona State University graduate students. Fifty-two guidelines were established in the areas of curriculum and scheduling; instructor performance and methods; organization and involvement of community, State Department of Education, and elementary school personnel in the routine operation of the secondary school; employment of professional and lay staff; acquisition of

school plant facilities and equipment; inservice training; and secondary school finance. Six major recommendations were presented after data analysis. It was noted that by following the guidelines, small isolated communities will be better able to enroll and successfully educate secondary students in their own individualized schools. (PS)

ED 079 013 RC 007 127

King, Rowland A.

Guidelines for Establishing or Reorganizing a Very Small Individualized-Secondary School in an Isolated Community.

Arizona State Univ., Tempe. Dept. of Educational Administration and Supervision.

Pub Date Apr 72

Note—18p.; Related document is RC 007 126

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Attitudes, Curriculum, Educational Finance, *Educational Opportunities, Flexible Scheduling, *Guidelines, *Innovation, Inservice Education, Professional Personnel, School Buildings, *Secondary Schools, *Small Schools

A developmental research investigation concerned with the establishment or reorganization of a very small, individualized secondary school in an isolated community was described in these guidelines. Fifty-five principles in 7 areas were incorporated into an attitudinal instrument and mailed to 4 populations: Western States Small School Project Administrators; postmasters in isolated communities; rural legislators; and State Department of Education Directors of secondary, rural, and Indian education. Results were statistically analyzed. Four general hypotheses were answered and it was recommended that: (1) an isolated community adopt these guidelines, (2) a community with a small rural secondary school reorganize its school on the basis of these guidelines, (3) these guidelines be used to improve rural education throughout the United States, (4) use of the guidelines will insure reasonable cost, (5) evaluation be done by a university department, and (6) abstracts of this investigation be circulated throughout rural America. (Author/PS)

SE

ED 079 014 SE 014 026

Parvand, Mohamad H.

A Study of Children's Acquisition of Piagetian Concepts.

Pub Date 71

Note—188p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-4605 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Conservation (Concept), Developmental Psychology, *Doctoral Theses, *Elementary School Science, Elementary School Students, Instruction

Identifiers—Research Reports

The purpose of this study was to investigate the effects of practice on relevant components of selected operations on a child's ability to conserve substance and weight. A group of 108 children between the ages of five and seven was selected from one school and pretested for conservation of weight and substance. The 48 nonconservers were then randomly assigned to four groups which received between zero and three days practice with the Smedslund training materials. All groups were given a posttest which was identical to the pretest. Using the Signed Rank test, it was found that training had a significant effect on conservation. Significant differences in numbers of conservers assuming "passive-no-guidance," "active-no-guidance," and "active-with-guidance" roles were also found. (MM)

ED 079 015 SE 014 310

Barron, Richard Francis

The Use of an Iterative Research Process to Improve a Method of Vocabulary Instruction in Tenth Grade Biology.

Pub Date 71

Note—279p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-11,823, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Biology, Doctoral Theses, Educational Research, *Instruction, Science Education, *Secondary School Science, *Teaching Procedures, *Vocabulary

Identifiers—Research Reports

Reported is a study of the efficacy of the vocabulary instruction method for tenth grade biology classes through the use of "iterative" research procedures. In the original vocabulary instruction, preteaching was given to assist students in independently analyzing, pronouncing, and determining at least partial meanings for unfamiliar words; and extension activities asked students to associate and relate vocabularies with common meanings. Four forms of activities were created in this instruction by conbining two conditions of directions with such two discussion conditions as having either interdependent or independent rewards. Analyses showed that expanded rather than original direction significantly enhanced learning of biological word relationships, but not of word meanings. Differential effects did not occur between the two discussion conditions, and no significant interactions were noted. Discussion, per se, either in entire class or in small groups, also made no difference. A modified instruction, developed on the basis of the present findings, did not differ from the original in terms of biochemistry content achievement. The modified method was fairly favorable for learning of word relationships and significantly for that of meanings. Applicability of iterative procedures in classroom-centered methods research was also determined. Further applications of the instruction method was recommended. (Author/CC)

ED 079 016 SE 014 339

Rose, Ryda Dwarys

The Relationship of Attitudes, Knowledge, and Processes to Initial Teaching Behaviors in Science.

Pub Date 71

Note—476p.; Ed.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-14,645 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Behavior Patterns, Doctoral Theses, Educational Research, Elementary School Teachers, *Methods Courses, *Questioning Techniques, Science Education, *Teacher Behavior, *Teacher Education

Identifiers—Research Reports

Relationships of science attitudes, science content, and process knowledge to initial science teaching behaviors were studied among 25 student teachers of a liberal arts college. The 13-subject experimental group was subjected to an elementary school methods course with emphases upon positive attitudes and process knowledge. The control group was assigned to observe teaching in a tutorial and microteaching experience. Five tests were given to both groups. The experimental group was dichotomized at the median score, and the two subgroups were analyzed with regard to teaching behaviors in three classroom situations: tutorial, microteaching, and an intact class. Equivalent posttests were administered to the experimental group after treatment. Student-teaching sessions were audiotaped and analyzed using the University of Pennsylvania Interaction Analysis System. Findings indicated the absence of significant changes in teaching behaviors except for strengthening of classroom questioning techniques. Microteaching situations encouraged higher level inquiry and more manipulative activity, pupil talk, and pupil-initiated-response patterns than did tutorial experiences. Knowledge of science processes had precedence over knowledge of content and attitudes, especially in wide use of science concepts. A 32-hour instructional sequence might result in significant attitudinal changes and process knowledge increases. (Author/CC)

ED 079 017 SE 014 384

Graeber, Mary

A Comparison of Two Methods of Teaching an Elementary School Science Methods Course at Hunter College.

Pub Date 72

Note—116p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,631, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Elementary School Science, *Elementary School Teachers, *Methods Courses, Peer Teaching, Science Course Improvement Project, Science Education, *Teacher Attitudes, *Teacher Education, Teaching Procedures, *Teaching Skills

Identifiers—Research Reports

The typical approach to the teaching of an elementary school science methods course for undergraduate students was compared with an experimental approach based upon activities appearing in the Conceptually Oriented Program in Elementary Science (COPES) teacher's guides. The typical approach was characterized by a coverage of many topics and a combination of lectures, demonstrations, and group laboratory experiences; the experimental approach was laboratory-oriented, concentrated on investigations related to one conceptual scheme in science, and taught by involving the prospective teachers in the same type of investigations as recommended for use with the children. A semantic differential and a form of interaction analysis were used to assess, respectively, student's attitude toward science and ability in science teaching. Factor and one-way analyses were made in treatment of the pretest and posttest scores gathered in two semesters for each group for each concept, followed by an analysis of covariance on the gain scores. To assess teaching performance, the I/D and teacher talk ratios were determined by using videotape recordings of peer teaching among the subject groups. Results obtained showed that the experimental approach was superior to the typical approach and that teacher preparation should stress the teaching of investigatory type science. (Author/CC)

ED 079 018 SE 014 672

Milson, James Lee

The Development and Evaluation of Physical Science Curriculum Materials Designed to Improve the Attitudes of the Secondary School Slow Learner.

Pub Date 70

Note—265p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-165 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Doctoral Theses, High School Students, *Instructional Materials, Physics Instruction, *Secondary School Science, Semantic Differential, *Slow Learners

Identifiers—Research Reports

The purpose of this study was to develop and evaluate physical science curriculum materials suitable for secondary school age slow learners. A unit on measuring heat and temperature was developed, using guidelines based on a study of the characteristics of students of below-average intelligence (I.Q. between 75 to 90) and reading ability at or below grade level. This unit was then presented in 33 lessons to an experimental group of 23 students. A comparable group of 26 students was used as a control. Attitude data collected using a semantic differential technique and a teaching rating form supported the hypothesis that the experimental program would result in a significant improvement in attitude towards science class and science laboratory. Changes in attitude to the science teacher, school, and the topic were not significant. (MM)

ED 079 019 SE 014 676

Harding, James

Organizer Influence on Children's Responses to Questions of Physical Causality.

Pub Date 70

Note—80p.; Ed.D. Dissertation, University of Houston

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-4370, Microfilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Developmental Psychology, *Doctoral Theses, Elementary School Students, Individual Tests, *Interviews, Religious Factors, *Scientific Attitudes, Social Discrimination
Identifiers—*Piagetian Research, Research Reports

The purpose of this investigation was to study the effect of a child's perception of an interrogator upon the child's responses to Piagetian questions of causality. A sample of 463 children aged from 5 to 10 years was interviewed individually to determine their explanation of why clouds move. Subjects were assigned randomly to one of three interview modes: (1) religious, where the interviewer was in clerical dress; (2) nonreligious, where the interviewer was dressed in a business suit; and (3) telephone, where the interviewer was in a distant room. No significant differences were found between the three groups, and Piaget's analysis by stages was broadly confirmed. (MM)

ED 079 020 SE 014 684
Wheat, Lewin Albert
An Identification of Technical Skills of Science Supervisors and the Development of a Science Supervisors' Technical Skills Inventory.
Pub Date 70
Note—273p.; Ed.D. Dissertation, University of Maryland
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-4531 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Administrator Evaluation, Doctoral Theses, *Educational Research, *Evaluation Techniques, *Science Supervision, *Skill Development, Supervisors
Identifiers—Research Reports, Science Supervisors Technical Skills Inventory

In an attempt to identify and develop the unique competencies and contributions of supervisors a list of 180 technical skills of science supervisors was reviewed by a national jury comprised of four panels: state science supervisors, local science supervisors, science educators, and directors of National Science Foundation institutes for science supervisors. The inventory, "Science Supervisors' Technical Skills Inventory," was developed on the basis of those skills receiving endorsement by 75 percent or more of the jurists. The national jury responses placed a higher priority on skills oriented toward the overall supervisory functions and a lower priority on those skills closer to the teaching process. Experienced science supervisors in the sample indicated that they did not possess many of the technical skills (leadership, curriculum development, inservice education, science facilities, equipment and materials, science teaching methods, self-growth, and public relations) agreed upon as technical skills needed by science supervisors. The "Science Supervisors' Technical Skills Inventory" was used as an instrument to identify skills possessed and skills in which help was needed. It is suggested that it can be used in preservice and inservice education classes, workshops, and institutes for science supervisors. It can be used by local science supervisors for self-evaluation. (EB)

ED 079 021 SE 014 687
Janies, LeRoy
A Study of the Foreign Language Requirement for the Doctor of Philosophy Degree in the Biological and the Physical Sciences.
Pub Date 69
Note—94p.; Ed.D. Dissertation, Oklahoma State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-21,412 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Biological Sciences, *Degree Requirements, Doctoral Programs, *Doctoral Theses, *Graduate Study, *Languages, Physical Sciences
Identifiers—Research Reports

The purpose of this survey was to investigate how the foreign language requirement for the Ph.D. in the biological and physical sciences was satisfied, what use of foreign languages was made during and after graduate school, and how university personnel felt about proposals to change the requirement. Questionnaires were sent to selected state universities, and respondents were classified by year of receiving the Ph.D., rank, field of specialization, research productivity, and language capability. Respondents ranked a list of possible functions of foreign languages in order of importance, and expressed agreement or disagreement with recommendations concerning the language requirement. Although 68 percent of the respondents viewed foreign languages primarily as a research tool, statistical tests indicated that some other function, undetected by the questionnaire, played an essential role in making foreign languages important. Several specific conclusions are presented. (MM)

ED 079 022 SE 014 689
Neujahr, James Lloyd
An Analysis of Teacher-Pupil Interactions When Instruction is Individualized.
Pub Date 70
Note—217p.; Ed.D. Dissertation, Columbia University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5593 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Doctoral Theses, Elementary School Students, Grade 6, *Individualized Instruction, *Interaction Process Analysis, Nonverbal Communication, *Sex Differences
Identifiers—Research Reports

The purpose of this study was to analyze interaction in individualized instruction and to compare this with interaction in a regular classroom. A class of sixth grade pupils was video taped for a week during mathematics, social studies, and science lessons, and the tapes were analyzed using a modification of Bellack's coding system. Compared to Bellack's data for lecture-discussion classes, it was found that pupils made far more initiatory moves (55 percent of all teacher-student interactions were at the pupil's initiation) and that fewer moves (less than one-sixth) involved subject matter. Gestures accompanied one-fourth of student moves and one-tenth of teacher moves. Girls were found to be more interactive than boys, making 70 percent more moves, and initiating 89 percent more interchanges with the teacher; although teachers initiated interchanges with boys and girls equally. (MM)

ED 079 023 SE 014 690
Ng, Jolson Pak-leung
The Effects of Bilingual Science Instruction on the Vocabulary, Comprehension Achievement, and Conceptualization of Elementary School Chinese Children Whose Second Language is English.
Pub Date 70
Note—114p.; Ed.D. Dissertation, University of California, Los Angeles
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-4879 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Bilingual Education, Cantonese, *Doctoral Theses, *Elementary School Science, Elementary School Students, English (Second Language), Grade 5, Grade 6, Instruction, *Science Education
Identifiers—Research Reports

The purpose of this study was to investigate the effect of bilingual instruction for students whose second language is English. A random sample of 51 fifth and sixth grade Chinese immigrant children was obtained from one elementary school, and the children were randomly assigned to monolingual (English) and bilingual (English and Cantonese) teaching methods for two one-hour science classes per week for four weeks. Analysis of pretests and posttests given to all students showed that the bilingual group surpassed the monolingual group on vocabulary and conceptualization in science, but not in comprehension achievement. Correlations between vocabulary, conceptualization, and comprehension were effectively zero. No significant differences were found on the vocabulary and comprehension scores according to sex, grade, or length of time spent in this country. (MM)

ED 079 024 SE 014 876
Silver, Barbara A.
Animal Structures and Functions, Science (Experimental): 5314.13.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—24p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Biology, Instruction, Instructional Materials, Objectives, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program

This unit of instruction was designed to introduce the student to the relationship between structure and function in the animal kingdom, with emphasis given to: (1) the evolution of physiological systems in the major animal phyla, (2) the complementarity of structure and function, and (3) the concept of homeostasis. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, demonstrations, and topics for student projects, reports, discussions, and additional activities. Also listed are relevant films, transparencies, and models available from the Dade County Audiovisual Center. Reference books are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (JR)

ED 079 025 SE 014 877
Worthington, Charles
Applied Meteorology, Science (Experimental): 5343.06.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—19p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Earth Science, Instruction, Instructional Materials, *Meteorology, Physical Sciences, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program

This unit of instruction was designed to introduce the student to the elements of weather through a study of the instruments used to measure the elements and the U.S. daily weather map. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, demonstrations, field trips, and topics for student projects, reports, and additional activities. Also listed are relevant films, transparencies, slides, and filmstrips available from the Dade County Audiovisual Center. Reference books and teaching aids are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (JR)

ED 079 026 SE 014 886
Sanderson, Robert C.
Dynamics II, Science (Experimental): 5318.03.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—19p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Instruction, Instructional Materials, Objectives, *Physics, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program

This unit of instruction was designed as a laboratory-oriented course, to relate the causes of motion of masses which are moving in other than a straight line. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, field trips, speakers or resource people, and topics for student projects, reports, and additional innovative activities. Also listed are relevant films, film loops, and transparencies available from the Dade County Audiovisual Center. Reference books, laboratory guides, and sources of discussion questions and solved problems are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (JR)

ED 079 027 SE 014 887
Castaldi, June P.
Energy: Light, Sound, and Heat, Science (Experimental): 5311.04.

Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—19p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Energy, Instruction, Instructional Materials, Physics, Resource Materials, *Secondary School Science, *Teaching Guides
Identifiers—*Quinmester Program
This unit of instruction was designed as a basic course involving the study of light, sound, and heat at the junior high school level. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, demonstrations, field trips, and topics for student projects, reports, discussions, and other activities. Also listed are related mathematics problems, and relevant films available from the Dade County Audiovisual Center. Reference books are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (JR)

ED 079 028 SE 014 888
Castaldi, June P.
Energy: Machines, Science (Experimental): 5311.03.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—20p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Energy, Instruction, Instructional Materials, *Physics, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program
This unit of instruction was designed as an introductory course in energy involving six simple machines, electricity, magnetism, and motion. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, demonstrations, field trips, and topics for student projects, reports, and discussions. Also listed are related mathematics problems, and relevant films available from the Dade County Audiovisual Center. Reference books are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (JR)

ED 079 029 SE 014 890
Payne, Leonard O.
Introduction to the Plant World, Science (Experimental): 5311.11.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—21p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Biology, Instruction, Instructional Materials, Objectives, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program
This unit of instruction was designed as a laboratory-oriented course for very low achievers to show how plants are involved in every aspect of their lives. Detailed practical experience in handling and investigating plants, and the use of films, models, and field trips are combined with basic minimal research to guide the student to a better understanding of the importance of the plant kingdom. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, demonstrations, field trips, speakers or resource people, and topics for student projects, reports, and additional innovative activities. Also listed are related problems, and relevant films and models available from the Dade County Audiovisual Center. Reference books are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (JR)

ED 079 030 SE 014 894
Weiss, Alan And Others
The Nervous System, Science (Experimental): 5363.02.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—18p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Biology, Instruction, Instructional Materials, Objectives, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program
This unit of instruction was designed as an intensive in-depth study of the nervous impulse, neurons, brain, spinal cord, and sensory organs. Also included is a study of the endocrine system in its role of maintaining homeostasis. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, demonstrations, speakers, and topics for student projects and reports. Also listed are relevant films, film loops, slides, film strips, and transparencies available from the Dade County Audiovisual Center. Reference books are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (JR)

ED 079 031 SE 014 901
Parcell, Louise
The World of Plants, Science (Experimental): 5311.13.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—25p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Biology, Instruction, Instructional Materials, Objectives, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program
This unit of instruction was designed as a survey course of the plant kingdom, including poisonous, ornamental, and edible plants of South Florida, their structures and functions. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, demonstrations, field trips, speakers, and topics for student projects, reports, discussions, and additional innovative activities. Also listed are related mathematics problems, and relevant films, transparencies, slides, filmstrips, models, videotapes and records available from the Dade County Audiovisual Center. Other audiovisual materials and resources are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (JR)

ED 079 032 SE 014 907
Reis, Richard M.
Developing an Understanding of Hypothesis Formation and Testing in Science, Two Contrasting Approaches.
Memorial Univ., St. John's (Newfoundland).
Pub Date 72
Note—31p.; Monographs in Education No. 9
Available from—The Committee on Publications, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, Canada ($1.00)
Document Not Available from EDRS.
Descriptors—*College Science, Hypothesis Testing, Instruction, *Laboratory Procedures, Physical Sciences, Science Education, *Science Programs, Teaching Methods, *Teaching Programs
Identifiers—*Research Reports
This study arose out of a concern for the type of college science courses being offered to non-science majors. Of particular concern is the traditional method of laboratory instruction, with its emphasis on specific techniques and instrument manipulations rather than promoting an understanding of the processes, concepts, and methods of investigation in science. The study involved a comparison of two different laboratory programs, both designed to develop an understanding of the scientific enterprise through an examination of hypothesis formation and testing. The experimental population consisted of 48 students registered in Physical Science I at Stanford University. In the first program students functioned as a team of scientists, working as a team to develop hypotheses and perform an experiment. The second program involved a direct examination of scientists and their work by having students analyze reports of contemporary scientific work and visit and participate in discussion sessions with scientists. An analysis of the results indicated that the two programs were equally effective in attaining the objectives relating to the development and understanding of hypothesis formation and testing in science. Other conclusions are discussed, the relative merits of the two instructional programs are analyzed, and recommendations are made for further research. (JR)

ED 079 033 SE 014 910
Jenkins, E. W.
Objective Testing: A Guide for Science Teachers.
Leeds Univ. (England). Centre for Studies in Science Education.
Pub Date 72
Note—31p.
Available from—Centre for Studies in Science Education, The University, Leeds LS2 9JT, England (30 pence)
Document Not Available from EDRS.
Descriptors—*Evaluation, Evaluation Methods, Measurement, Multiple Choice Tests, *Objective Tests, Science Education, *Science Tests, *Teaching Guides, *Test Construction, Testing
This concise guide to objective testing, prepared by the Centre for Studies in Science Education at the University of Leeds, is intended as a manual for those science teachers who wish to understand the scope and limitations of objective questions and to construct satisfactory test items for their own use. The first section discusses the nature of objective tests, defining the types of test items, what they measure, their advantages and disadvantages, and specific objectives in school science teaching and examining. The second section deals with writing objective test items, and specific examples are given to multiple choice, multiple completion, matching pairs, assertion-reason, true-false, and completion items. The following sections provide guidelines for revising test items, pretesting questions and combining them into an examination, and some basic statistical considerations in grading the examination. The manual concludes with a list of related publications suggested for further reading. (JR)

ED 079 034 SE 015 004
Bauman, Daniel Joseph
Measurements and Analyses of Science Interest in a School District.
Pub Date 70
Note—215p.; Ph.D. Dissertation, University of Colorado
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5867 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Educational Research, *Evaluation, *Science Education, Secondary School Science, *Student Science Interests, *Test Construction
Identifiers—Research Reports
Reported is a study to investigate the relationship of science interest with three instrument formats: scaled rating, block, and card sort. The scaled rating format was the same form as that used in Likert instruments. The block format was the graphic form used in the typical semantic differential where a single stem or concept is followed by several adjective pairs to group several items into a block. The card sort was the type used in Q sorts where statements are printed on cards and response is by sorting cards into stacks. Six-hundred students from thirty-seven classes in three high schools participated in the study. The principal analysis technique used was factor analysis of the items in the instruments. It was found that format did make a difference in factor structure. In the block format, factors were identified by the block headings or concepts. In the scaled rating format, factors were identified by scales or descriptor adjectives. In the card sort format, factors were identified by both concepts and adjectives. Analysis by adjective subscales produced results different from those obtained from factor analysis. Factor analysis factors did not correspond with adjective-subscales except in the scaled rating format. Factor analyses of the adjective pairs were consistent with previously published factor analysis. (EB)

ED 079 035 SE 015 028
Hastings, Hiram Irving, Jr.
A Study of the Relationship Between Teacher-Pupil Verbal Interaction and Pupil Achievement in Elementary School Science.
Pub Date 70
Note—152p.; Ed.D. Dissertation, University of Oregon
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-10,730 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Doctoral Theses, Educational Research, *Elementary School Science, *Inquiry Training, Instruction, *Student Teacher Relationship, Teaching Procedures, *Verbal Communication
Identifiers—Research Reports
Reported is a study of relationships between teacher-pupil verbal interaction and pupil achievement in science inquiry skills among ten suburban fourth grade teachers and their heterogeneously grouped classes. Flanders' Interaction Analysis was used to code each taped lesson. Teacher-pupil talk in the small and total class group situations was recorded by using a small mobile microphone. The Sequential Test of Educational Progress Science forms 4B and 4A were used as a pretest and a posttest. The Otis-Lennon Mental Ability Test was also given to all pupils. Comparison of grand matrices showed that teachers classified as being indirect on the basis of I/D ratios used more acceptance of pupil's ideas and asked more questions, while direct teachers talked more by giving directions and criticism. Significant differences were neither found in comparison of achievements between the direct and indirect teachers' classes, nor in respective comparison of high and low ability subgroups in the direct classes with those in the indirect classes. Regardless of teacher's behavioral styles, girls achieved better than did boys, and boys were more successful with indirect teachers. Class time spent on teacher and pupil talk, teacher's different questions, and small and total class activities were also related to teacher's behavioral styles. (Author/CC)

ED 079 036 SE 015 030
Rogers, Robert Earl
Classroom Verbal Behavior as Related to Teachers' Perception of Pupils in Fifth-Grade Science Classes.
Pub Date 70
Note—192p.; Ph.D. Dissertation, The Ohio State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7550 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Educational Research, *Elementary School Science, Student Evaluation, *Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics, Teacher Influence, *Verbal Communication
Identifiers—Research Reports
Reported is a study of relationships between teacher's perception of pupils and classroom verbal behaviors among 34 inner-city and 38 outer-city fifth grade science teachers in a large Midwestern city. The Perception of Pupils Adjective Checklist was used. Ten inner-city and ten outer-city teachers were selected from the population for observation. Each group consisted of five positive and five negative perceivers. Classroom verbal interactions of about 100 minutes were recorded for each teacher and analyzed by the Flanders system. Results obtained showed that classroom verbal behavior was significantly related to teachers' perception of their pupils. Teachers' use of indirect influence was dependent on their positive perception. Indirect teacher influence increased with pupil manipulation of materials in pupil-initiated activities. Outer-city pupils initiated more talk and talked longer, while inner-city classrooms had significantly more pupil-initiated activities and made greater use of materials. Effects of teacher background characteristics on the currently studied relationships were also investigated. (Author/CC)

ED 079 037 SE 015 046
Pagano, Arnold Robert
A Comparison of the Effects of Four Teaching Strategies on the Acquisition, Retention, and Transfer of Selected Science Concepts in the Sixth Grade.
Pub Date 70
Note—203p.; Ed.D. Dissertation, University of California, Berkeley
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-9745 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Comparative Analysis, *Concept Teaching, Doctoral Theses, Educational Research, *Effective Teaching, *Elementary School Science, Instruction, Science Education, *Teaching Procedures, *Teaching Techniques
Identifiers—Research Reports
Reported is a study to determine by comparison the effects of the following teaching strategies: (1) statements of science concepts by a teacher verbalized either initially in the lesson presentation or in a final summary statement, (2) final summary statements of science concepts verbalized by either teachers or pupils, and (3) statements of science concepts either verbalized or not verbalized. Twelve sixth-grade classes (359 students) were assigned to three groups based upon socio-economic background of parents. One of four teaching strategies selected for investigation was the basis of instruction for each class within the three groups. The strategies were designed to present almost identical training conditions. Criteria used to evaluate the outcomes of instruction included tests of initial learning, retention, and transfer of simple machine concepts. Included in the findings were: (1) teaching strategies in which concepts were verbalized in students' summary statements, or in which concepts were not verbalized, were significantly more advantageous than the other treatments; (2) teacher verbalization was essentially ineffective in producing significantly higher mean scores on measures of concept acquisition, retention, and transfer; and (3) no one of the teaching strategies was more advantageous for either sex. (EB)

ED 079 038 SE 015 055
Beltran, Paquita U.
Analysis and Design of Selected Science Exercises for the Sixth Grade.
Pub Date 70
Note—145p.; Ph.D. Dissertation, The Catholic University of America
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48016 (Order No. 70-23,675 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Achievement, *Doctoral Theses, *Elementary School Science, Grade 6, Instruction, *Integrated Curriculum, Mathematics Education, *Science Activities, *Science Education
Identifiers—Research Reports
The purposes of this study were to design process-oriented science exercises for the sixth grade and to evaluate their use in a correlated science-mathematics program. A sample of 175 sixth grade students from three selected schools was divided into two experimental groups (one using open-ended exercises, and one using structured exercises) and a control group, for a two-month experimental period. All students were pre- and post-tested on science and mathematics measures developed and validated by the researcher. It was found that the structured experimental group achieved significant gains on the science and mathematics measures. Although there was no significant difference between the three groups on the science measures, the structured experimental group surpassed the other groups on the mathematics measure. (MM)

ED 079 039 SE 015 061
Fuller, Melville W., Jr.
The Development and Status of Science Centers and Museums for Children in the United States.
Pub Date 70
Note—315p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,702 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Doctoral Theses, Educational Programs, Educational Research, *Museums, School Community Programs, School Community Relationship, *Science Education, Science Education History
Identifiers—Research Reports
The purposes of this study were: (1) to trace the historical development and growth of the role of children's science museums in the education of children in the United States through enrichment and supplementary programs, and (2) to identify and examine the trends or directions taken by the children's science museums in the services offered to schools and communities. The study was organized into chapters dealing with: (1) a review of related literature, (2) development of science museums for children, (3) museum programs, (4) governing and financial organization, and (5) the museum-school-community relationship. The results of the study showed a rapid development in organizations and programs after World War II. Museum programs included 56 areas of science with emphasis on coordinated programs with schools. Outdoor education and conservation programs increased sharply in the last ten years. Implications from the study included increased efforts in evaluations of the museum programs, follow-up studies, improvement of museum-school relationships, utilization of new facilities, and community support of the organizations. (Author/JR)

ED 079 040 SE 015 078
Stekel, Frank D.
The Effects of Increasing the Student Involvement in a College Physical Science Laboratory Program.
Pub Date 70
Note—135p.; Ed.D. Dissertation, Indiana University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,418 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *College Science, Doctoral Theses, Educational Research, Instruction, Physical Sciences, *Retention, *Student Attitudes, *Student Participation, *Teaching Methods
Identifiers—Research Reports
Reported is a comparison of the effectiveness of two different laboratory programs for 2 teachers and 186 students enrolled in a 1968-69 physical science course at Wisconsin State University - Whitewater. The control group consisted of students performing exercises from a laboratory manual, and the experimental group was assigned to an open-ended program with emphases upon student involvement in problem selection and experiment design. The Watson Glaser Critical Thinking Analysis and the Wisconsin Inventory of Science Processes were used. Measurements were also made of attitudes toward science, retention of attitudes and science concepts, and understanding of scientist's assumptions, operations, and hypothesis formulation. Analyses showed a significant difference in favor of the experimental group in understanding of scientists' operations and in retention of attitudes toward the laboratory program. Four recommendations for the improvement, implementation, and evaluation of open-ended programs were presented. (Author/CC)

ED 079 041 SE 015 116
Hungerford, Eugene William
Effects of Varying Time of Presenting Verbal Directions on Recall and Retention.
Pub Date 72
Note—165p.; Ed.D. Dissertation, East Texas State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-24,270 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Audiovisual Instruction, *Biology Instruction, *College Science, Cues, *Doctoral Theses, Instructional Media, Verbal Stimuli
Identifiers—Research Reports
This study investigated the effect of varying the time at which verbal directions are presented to students involved in a learning situation. Four randomly selected Biology 251 sections (309 students) were pretested on knowledge of symbiosis and found to be equivalent. The intact classes were then assigned at random to four treatments. Each class received an audiotape-slide lecture on symbiosis with instructions presented on slides either before, during, or after the lecture, or not at all. Students then took an immediate posttest of the concepts included in the lecture. The same instrument was used ten days later as a retention test. Only results for students in the upper and lower third of the ranked ACT score range were analyzed, blocking on sex. The main effect for treatment was not significant (neither posttest nor retention test) but significant interactions were

found. Using the Scheffe method, it was determined that for high ability students the most effective time to present verbal directions was after instruction, whereas for low ability students the most effective time was during instruction. (MM)

ED 079 042 SE 015 129
Shanlin, Norman T.
The Effectiveness of Giving Rules in Forming Concepts.
Pub Date 72
Note—214p.; Ed.D. Dissertation, State University of New York at Buffalo
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,525 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Autoinstructional Aids, *Concept Formation, *Concept Teaching, Conservation (Concept), Discovery Learning, *Doctoral Theses, Science Education, *Secondary School Science
Identifiers—Research Reports
The value of verbal rules given to learners as an instructional aid in forming desired concepts was investigated in this study. Two programs dealing with the concept of conservation of energy in heat exchange between liquids were prepared in the form of self-instructional booklets. One presentation used a picture-rule or expository treatment, and the other used a picture-only or discovery treatment. The programs were used by random halves of nine grade 11 classes (221 students). A 32-item criterion test was used as pretest and posttest. Although no significant differences were found between the two groups either before or after treatment, there was less variation in school means after treatment than before, suggesting a possible ceiling of achievement below the maximum for the test. Discussions with 26 other grade 11 students revealed that the primary cause of errors was a lack of working knowledge of proportions. (MM)

ED 079 043 SE 015 156
Bowen, John E. And Others
Introductory Geology: Aspects and Options.
Council on Education in the Geological Sciences, Washington, D. C.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—CEGS-Pub-12
Pub Date 72
Note—48p.
Available from—American Geological Institute, 2201 M Street, N.W., Washington, D.C. 20037
Document Not Available from EDRS.
Descriptors—College Science, Curriculum Development, *Earth Science, *Geology, Instruction, *Science Education, Secondary School Science, Student Centered Curriculum, Teacher Education
Identifiers—Council on Education in the Geological Sciences, Introductory Course Program
Included are essays presenting diversified views on questions related to problems, procedures and the impact of the Introductory Course Program (ICP) in geology. The papers of this issue deal with such factors as the financial survival in curricular design and introductory course options, the problems of transfer of majors which may place constraints on the four-year programs, and the pros and cons of the effect of the "investigative approach" of such secondary school courses as the Earth Science Curriculum Project (1967) as well as some adopted at the college level. Three papers describe in some detail three methods or approaches to the teaching of introductory geology; the first two take different points of view regarding the integration or separation of topics dealing with "historical aspects of geology," while the third is an innovative approach which may well represent the direction of future attempts for student-centered curricula. (EB)

ED 079 044 SE 015 157
Todd, Verna
Earth Science Teacher Preparation Project (ESTPP) Consortium Directory 71 and 72.
Earth Science Teacher Preparation Project, Boulder, Colo.
Spons Agency—American Geological Inst., Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date 72
Note—42p.
Available from—Earth Science Teacher Preparation Project, P. O. Box 1559, Boulder, Colorado 80302 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, *Earth Science, *Educational Innovation, Instruction, *Program Descriptions, Reports, *Science Education, Science Teachers, *Teacher Education
Identifiers—Earth Science Teacher Preparation Program
Reported is a description of earth science departments in 21 colleges involved in the Earth Science Teacher Preparation Program (ESTPP). The program was funded by the National Science Foundation. ESTPP provides encouragement for innovation by providing planning conferences, providing consultants to visit the campuses and reinforce the positive changes that are taking place, and conducting training programs for teaching assistants in the Consortium schools. An additional function of ESTPP is to provide communication among Consortium schools to let each know what the other are doing and what results are being achieved. The project feels that the kinds of innovations that will "humanize" education include eliminating the threat of grades, trusting students to make significant decisions about topics and methods of study, and encouraging teachers to drop the role of a teacher in order to become to the students a flesh and blood human being with strengths and weaknesses. (EB)

ED 079 045 SE 015 191
Botts, Truman, Ed.
Conference Board of the Mathematical Sciences Newsletter, Volume 7 Number 4.
Conference Board of the Mathematical Sciences, Washington, D.C.
Pub Date Oct 72
Note—20p.
Available from—Conference Board of the Mathematical Sciences, 834 Joseph Henry Building, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037 ($4.00 annual subscription)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, Federal Aid, *Higher Education, Information Needs, Information Services, Mathematics, *Mathematics Education, *Newsletters, *Science Education
Among the articles in this newsletter are three concerned with the decrease in federal funding of the mathematical sciences. A review of a report, Information Needs in the Mathematical Sciences, is provided in another article. (DT)

ED 079 046 SE 015 198
Tomikel, John
Trends in American Geological Education During the Critical Years, 1954-1969.
Pub Date 72
Note—90p.
Available from—Allegheny Press, Box 1652, Pittsburgh, Pennsylvania 15230 (No price quoted)
Document Not Available from EDRS.
Descriptors—*College Science, *Earth Science, Educational Development, Educational Research, *Educational Trends, Environmental Education, *Geology, *Science Education, Teacher Education
Identifiers—American Geological Education, Research Reports
Reported are trends in geological education over a time span selected to correspond to that in which the federal government dramatically increased spending in science education and then subsequently withdrew major support. Aspects of geological education covered include: 1) history of the selected years in geological education, 2) geological education programs (degree requirements, course-credit value, faculty numbers, student enrollment), 3) changes in geological education since Sputnik, 4) geological philosophies. Changes were identified by utilizing data collected by the American Geological Institute and published in various forms for the selected years. Opinions of leading geologists were obtained by printed questionnaires, telephone interviews, and by personal interview. Persons responding represented 16 percent of United States institutions granting a bachelor's degree in geology and 39 percent of the institutions granting a doctor's degree in geology in 1969. Trends show a decrease in various major topics in the undergraduate curriculum; however, chemistry, physics and mathematics remained high. Faculty and staff members continue to increase and student enrollment continued to increase. Government cut-backs started in 1968 were continued in 1969 and research in colleges with small departments tended to diminish. (EB)

ED 079 047 SE 015 480
Pugsley, David C.
The Rock Cycle or It's Hard When You're a Rock.
Powell County Environmental Center, Deer Lodge, Mont.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Childrens Books, *Earth Science, *Environmental Education, Geology, *Instructional Materials, Multimedia Instruction, Natural Resources, *Primary Grades
Identifiers—ESEA Title III
Produced for primary grades, this booklet provides study of the mineral or rock cycle in nature. Line drawings, a minimum amount of narrative, and a glossary of terms make up its content. The booklet is designed to be used as reading material, a coloring book, or for dramatic arts with students acting out parts of the cycle. This work was prepared under an ESEA Title III contract. (BL)

ED 079 048 SE 015 481
Swant, Gary D.
The Oxygen Cycle.
Powell County Environmental Center, Deer Lodge, Mont.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Chemical Reactions, *Childrens Books, *Environmental Education, *Instructional Materials, Multimedia Instruction, Natural Resources, *Oxidation, *Primary Grades
Identifiers—ESEA Title III
Produced for primary grades, this booklet provides study of the oxygen-carbon dioxide cycle in nature. Line drawings, a minimum amount of narrative, and a glossary of terms make up its content. The booklet is designed to be used as reading material, a coloring book, or for dramatic arts with students acting out parts of the cycle. This work was prepared under an ESEA Title III contract. (BL)

ED 079 049 SE 015 483
Dochinger, Leon S.
Our Air: Unfit for Trees.
Forest Service (DOA), Washington, D.C.
Pub Date [72]
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Pollution Control, Check Lists, *Chemical Reactions, *Ecological Factors, Forestry, *Plant Science, Quality Control, *Trees
To help urban, suburban, and rural tree owners know about air pollution's effects on trees and their tolerance and intolerance to pollutants, the USDA Forest Service has prepared this booklet. It answers the following questions about atmospheric pollution: Where does it come from? What can it do to trees? and What can we do about it? In addition, it provides a tentative list of known responses by both hardwoods and softwoods to various airborne pollutants. Tolerant, intermediate, or sensitive levels are indicated for each species (when known) with regard to sulfur dioxide, hydrogen fluoride, ozone, oxides of nitrogen, peroxyacetyl nitrate (pan), ethylene, 2-4-D, chlorine, hydrogen choloride, and mercury vapor. An explanation is made that variations should be anticipated because of genetic and environmental factors, the type and concentration of pollutant, the tree's nearness to the pollution source and length of exposure to the pollutant, and the tree's health, stage of growth, and genetic makeup. (BL)

ED 079 050 SE 015 713
Davis, Peter Henry
The Effectiveness of Several Widely Used Sixth Grade New Mathematics Publications in Teaching Initial Concepts.
Pub Date 72

Note—155p.; Ed.D. Dissertation, University of Southern California
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-26,007 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, *Elementary School Mathematics, Grade 9, *Instruction, Learning, Mathematics Education, Number Concepts, *Research, *Textbook Assignments, Textbook Research, *Textbooks
Identifiers—Research Reports

The purpose of this study was to investigate whether children could learn a new concept using only a textbook for guidance. A sample of all 639 sixth grade students in one school district was randomly broken down into four treatment groups. The first group received one class period of instruction from their teacher on the addition of one place negative numbers. Each of the other three groups studied the same concept from one of three currently used textbooks with no help of any kind for one period. All subjects were given a pretest and a posttest but data were analyzed only for those who scored less than 50 percent on the pretest. It was found that the teacher-taught group was significantly superior to the three textbook groups, and that there were no significant differences between the three textbooks. It was also found that previous mathematics achievement was a better predictor of learning from a textbook than intelligence or reading comprehension, and that only students in excess of three years above grade level could obtain any degree of success using a textbook alone. (MM)

ED 079 051 SE 015 714
Ehrenpreis, Walter
The Algorithmic Approach to Curriculum Construction in Mathematics: A Field Approach.
Pub Date 72
Note—120p.; Ph.D. Dissertation, University of Pennsylvania
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-25,567 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Concept Formation, *Curriculum, Curriculum Research, Doctoral Theses, Learning Theories, *Mathematics Education, *Research
Identifiers—Research Reports, *Rule Learning

The purpose of this study was to develop and evaluate a curriculum using Scandura's algorithmic approach to characterize the knowledge inherent in a text. Two one-semester curricula were compared: a discrete characterization (D) in which each class of behaviors was accounted for separately, one rule for each behavior; and a higher order characterization (H), which included five rules which took account of interrelationships among the discrete rules. The two treatments were each reproduced in the form of a workbook and subjects worked individually with assistance provided as needed. The results confirmed the original hypotheses: there was no significant difference between groups D and H on tasks found only in treatment D, but group H performed significantly higher than group D on tasks found only in group H. Theoretical predictions of performance of individuals based on the rules they learned were most often correct (from 68 percent to 93 percent). It is argued that a curriculum based on the higher-order formulation could provide for creative transfer of learning while retaining the advantages of specific behavioral objectives. (MM)

ED 079 052 SE 015 715
Randall, John Douglas
The Effectiveness of Remedial Arithmetic Courses in Three Selected California Community Colleges as Measured by Improvement in Arithmetic Skills and Attitudes Toward Mathematics.
Pub Date 72
Note—179p.; Ed.D. Dissertation, University of Southern California
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-26,049 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Achievement, Attitudes, *College Mathematics, *Community Colleges, Doctoral Theses, Instruction, Mathematics Education, *Programed Instruction, *Remedial Arithmetic, *Research
Identifiers—Research Reports

The purpose of this study was to evaluate the effectiveness of required remedial arithmetic courses in three community colleges. Student improvement in arithmetic skills and attitude towards mathematics were measured by pre- and post-course scores on the SCAT and the Rabinowitz Mathematics Attitude Scale. A total of 884 students was involved. It was found that although both programmed instruction and the traditional lecture-demonstration method led to significant improvement in arithmetic skills, the lecture-demonstration method led to a significantly greater improvement in attitude. In both methods, there were still many students who did not reach minimum proficiency by the end of the course. A survey of California community colleges indicated that over half use programmed instruction and that approximately half require minimum arithmetic proficiency for the A. A. degree. (MM)

ED 079 053 SE 015 732
Muller, Werner Ernst, Jr.
An Analysis of the Problem-Solving Process as a Learning Context and Its Relationship to Conceptualization in Elementary School Science.
Pub Date 72
Note—173p.; Ed.D. Dissertation, Columbia University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-30,342 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Concept Formation, *Doctoral Theses, Educational Research, Elementary Grades, *Elementary School Science, Grade 3, *Learning Processes, *Problem Solving, Sex Differences
Identifiers—Research Reports

The two major objectives of this study were: (1) to develop techniques for quantifying and evaluating properties of a "learning context" (i.e., a sequence of observations generated by subjects in solving a problem), and (2) to determine whether or not there is a relationship between properties of observational sequences generated in solving a problem and conceptualization of patterns of interaction in a physical system. A secondary objective was to determine whether sex and the ability to conceptualize and abstract information were also related to conceptualization of interactions in a physical system. The problem task was a set of interacting discs (designed and constructed by the investigator) which met two requirements: (1) it was novel to the subject, and (2) all information required for solution of the problem could only be gathered through direct, codable manipulations of the discs. The results suggested that conceptualization of interactions in a physical system is more a function of the learning context than the child's intellectual ability or the fact that he solved the problem. Those properties of the learning context most directly related to conceptualization were: (1) repetitiveness of observations, (2) saliency of particular observations, (3) deliberation time between observations, (4) the order in which observations were made, (5) shifts in structural patterns, and (6) the transitional probabilities between observations. (Author/JR)

ED 079 054 SE 015 821
Oickle, Eileen M., Ed.
Unified Science Approach K-12, Proficiency Levels 1-6.
Anne Arundel County Board of Education, Annapolis, Md.
Pub Date Sep 72
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biological Sciences, *Curriculum Guides, *Educational Objectives, Elementary School Science, *Instructional Materials, Kindergarten, Physical Sciences, *Science Education, Secondary School Science, *Unified Studies Programs
Identifiers—Unified Science

Presented are first-revision materials of the K-12 unified science program implemented in the public schools of Anne Arundel County, Maryland. Detailed descriptions are given of the roles of students and teachers, purposes of bibliography, major concepts in unified science, processes of inquiry, scheme and model for scientific literacy, and program rationale, design, and strategies. The first six proficiency level statements are provided together with 50 proficiency level objectives. Each objective is further analyzed into a number of educational objective statements. The content is related to such aspects as plants, animals, food chain, seed growth, solar system, matter, space, forces, heat, light, photosynthesis, pollution, electric circuits, chemical reactions, magnets, energy, friction, and levers and inclined planes. Included are a list of elementary projects, kits, and materials and bibliographies of selected elementary, secondary, and professional readings. (CC)

ED 079 055 SE 015 822
Oickle, Eileen M., Ed.
Unified Science Approach K-12, Proficiency Levels 7-12.
Anne Arundel County Board of Education, Annapolis, Md.
Pub Date Sep 72
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biological Sciences, *Curriculum Guides, *Educational Objectives, Elementary School Science, *Instructional Materials, Kinetic Molecular Theory, Physical Sciences, *Science Education, Secondary School Science, *Unified Studies Programs
Identifiers—Unified Science

Presented is the second part of the K-12 unified science materials used in the public schools of Anne Arundel County, Maryland. Detailed descriptions are made of the roles of students and teachers, purposes of the bibliography, major concepts in unified science, processes of inquiry, a scheme and model for scientific literacy, and program rationale, design, and strategies. Proficiency levels 7-12 are incorporated together with 65 proficiency level objectives. Each objective is further analyzed into a number of educational objective statements. The content is related to such aspects as kinetic molecular theory, chemical changes, respiratory systems, growth and reproduction, cell structures, mammals, lithosphere, hydrosphere, atmosphere, biosphere, force of gravity, weather changes, human body, adaptation of living theings to their environment, interactions between living and non-living things, and systems interactions within the universe. Included are a list of elementary projects, kits, and materials and bibliographies of selected elementary, secondary, and professional readings. (CC)

ED 079 056 SE 015 823
Oickle, Eileen M., Ed.
Unified Science Approach K-12, Proficiency Levels 13-21 and Semester Courses.
Anne Arundel County Board of Education, Annapolis, Md.
Pub Date Sep 72
Note—132p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Biological Sciences, Course Descriptions, *Curriculum Guides, *Educational Objectives, Elementary School Science, *Instructional Materials, Physical Sciences, *Science Education, Secondary School Science, *Unified Studies Programs
Identifiers—Unified Science

Presented is the third part of the K-12 unified science materials used in the public schools of Anne Arundel County, Maryland. Detailed descriptions are presented for the roles of students and teachers, purposes of bibliography, major concepts in unified science, processes of inquiry, scheme and model for scientific literacy, and program rationale, design, and strategies. Proficiency levels 13-21 are incorporated together with 75 proficiency level objectives. Each objective is analyzed into a number of educational objective statements. Three sequences of course learning are further provided for students after completion of the work of proficiency levels 1-21. Course names, rationale for course study, unit descriptions, and prerequisites are entered in the descriptive sheet of each course offering. The course content, partly selected from other science curriculum improvement projects, is related to the fields of physical sciences, chemistry, biological sciences, physics, geology, oceanography, zoology, environmental studies, geomorphology, and botany. Applications of scientific principles are stressed. Included are a list of elementary projects, kits, and materials and bibliographies of selected elementary, secondary, and professional readings. (CC)

ED 079 057 SF 015 825

Teaching and Research in the Field of Science Policy - A Survey.

Congress of the U.S., Washington, D.C. House Committee on Science and Astronautics.

Pub Date Dec 72

Note—114p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Courses, *Directories, *Government Publications, Institutions, Interdisciplinary Approach, *Public Policy, *Research Projects, *Sciences, Surveys, Teaching Programs

A comprehensive directory of teaching and research activities in the field of science policy is presented in this book, compiled on the basis of a mail survey conducted among 770 North American institutions in 1972. The total of 302 completed questionnaires is analyzed to form a source of expertise for Members of Congress. Most activities are described as formal programs, and the remainder as course offerings and research projects. Interdisciplinary and traditional disciplinary approaches are commonly adopted in the institutions. In the directory, the institutions are grouped under the heading of States. Included in each entry are descriptions of programs and courses, levels of study, research areas, and comments from surveyed institutions. Activities of seven Canadian universities are incorporated in a separate section, and European science policy activities in universities are discussed. A list of programs funded by the National Science Foundation, together with grant amounts and expiration dates, is provided in the appendix. (CC)

ED 079 058 SE 015 839

Gannon, Joseph Stewart, Christine C.

Scientists, Engineers, and Physicians From Abroad, Trends Through Fiscal Year 1970.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-72-312

Pub Date Jun 72

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3800-00128, $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Demography, *Engineers, Foreign Students, Immigrants, Manpower Utilization, *Migration Patterns, Occupations, *Physicians, Resource Materials, *Scientists

A report on the influx of scientists, engineers, and physicians from abroad is presented to assess recent trends in terms of numbers, occupations, and national backgrounds. Both immigrant and nonimmigrant components are included. Descriptions are made in connection with migration patterns, aliens adjusted to immigrant status, demographic characteristics, source regions, work activities, employment, sex differences, and citizenship. The sharp increase in immigrants over the 1965 level is described as a result of the October 1965 level is described as a result of the October 1965 ammendments of the immigration law. Information on nonimmigrants shows an increase of scientist and engineer numbers from 5,300 in 1965 to 6,100 in 1970; an increase of science and engineering students from 56,800 in 1967 to 72,100 in 1970; and a 222 percent increase of doctorate recipients between 1960 and 1970. About 8 percent of all scientists in the National Register of Scientific and Technical Personnel in 1970 are found to be foreign-born. Besides statistical data and technical notes, a list of science resources publications is included. (CC)

ED 079 059 SE 015 844

Individualized Chemistry: A Program Designed to Personalize Instruction.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Jan 73

Note—27p.; Research Monograph Number 4

Available from—P. K. Yonge Laboratory School, University of Florida, Gainesville, Florida 32601

Document Not Available from EDRS.

Descriptors—*Chemistry, *Curriculum Development, *Individualized Programs, Instructional Materials, *Program Descriptions, Program Evaluation, Science Education, *Secondary School Science, Self Help Programs, Student Teacher Relationship

A report on the development and tryout of an individualized chemistry program is presented in this monograph, based on the 1969 pilot-test results obtained from the P. K. Yonge Laboratory School and the 1970-72 field test findings from public schools in Florida. The purpose of introducing this program is to help teachers in adopting more personalized methods of teaching. Self-direction and self-pacing activities are emphasized to improve chemistry instruction. Discussions are provided in connection with course organization, materials development, teaching procedures, design of measuring instruments, tryout techniques, and revision of the program. The final content consists of 18 guide sheets organized into seven units. Student-teacher interactions are mostly on a one-to-one or small group basis. Recommendations for the implementation of such a program in a school system are made in terms of staff employment, laboratory and lecture room design, and equipment and material requirements. Included are a stylized model for individualizing instruction, a flow chart of unit 1, a student contract form, a student inventory table, and examples of measurement devices. (CC)

ED 079 060 SE 015 904

Beisenherz, Paul C. Tucker, Jerry L.

Limitations of Research in Science Teacher Questioning Behavior.

Pub Date Mar 73

Note—12p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Questioning Techniques, *Research Problems, *Sampling, Science Education, Syntax, Teacher Background, Teaching Methods, *Verbal Communication

Specific limitations of past research in teacher verbal questioning behavior are presented in this article for the purpose of providing recommendations for future research activities. Analyses are made by reviewing related literature. Limitation factors are identified as resulting from variations in the following aspects: teacher characteristics, subject matter content, sampling techniques of teacher questioning behavior, dimensionality of question category systems, model instructional strategies, use of syntax in categorization of questions, and protocols for categorizing questions. Recommendations are made following the discussion of each limitation situation. For future investigation, the author points out three directions: development of science lessons which contain key questions, enhancement of prospective teacher awareness of the questioning techniques in instruction, and analysis of inservice teacher questioning behavior in terms of effective use of science programs. (CC)

ED 079 061 SE 015 905

Fiel, Ronald L.

An Investigation of the Effectiveness of Formative Evaluation and Remediation in Achieving Mastery of Intellectual Skills.

Pub Date Mar 73

Note—7p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, *Diagnostic Tests, *Educational Research, General Science, Learning Difficulties, *Remedial Instruction, Science Education, Secondary School Science, *Teaching Methods

Identifiers—Research Reports

A study of the effectiveness of formative evaluation and remediation activities in achievement of intellectual skills was made, involving a general science teacher and his four classes of 90 eighth grade students. Subjects were ranked by using the Arithmetic Skill Test of the Iowa Tests of Basic Skills and randomly assigned into three treatment groups. Each group was further divided into seven levels of the classification variable. All subjects were first presented a tape-slide instructional program and then took a diagnostic test. The remedial activity materials were delivered in the following day. Group 1 received an alternative form of instruction designed to teach similar objectives, while group 2 received additional practice items. No additional instruction was given to group 3. A 13-item measuring instrument was used. Analyses showed that, in remediation of learning errors, the alternative form of instruction was proved more effective than the use of additional practice items, agreeing with Gagne's hypothesis. Group 1 and group 2 achieved better than did group 3. Diagnostic tests were proved important in the production of higher student performance. Implications for classroom teachers and curriculum designers are provided. (CC)

ED 079 062 SE 015 907

Voelker, Alan M.

Upgrading Picture Communications Research in Science Education.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Pub Date Mar 73

Note—23p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Concept Formation, Educational Research, Elementary School Science, Environmental Education, *Illustrations, *Instructional Materials, *Media Selection, *Pictorial Stimuli, Science Education, Secondary School Science

Identifiers—Research Reports

A pilot study of the pictorial communication in the prose materials was made among students coming from two school settings. The first group was composed of sixth and seventh grade students from average to below average socioeconomic neighborhoods in a large urban industrial community and the second, fifth and sixth grade students from a small, combined agricultural-industrial community. The instructional material was related to science concepts organized around an environmental problem. Pictorial communications were inserted in association with single concepts or to illustrate interrelationships among key concepts. Subjects were asked to read the material. Reactions to each segment, concepts with learning difficulties, usability of pictures in learning, and quality of the material were identified by each subject. Pre- and posttests were used to gather attainment data. Analyses showed the presence of substantial numbers of significant differences between two groups. Child reaction to the organization and assembly of instructional material might influence learning capacity. Prerequisite to development of instructional materials was the gathering of data on the learner's perception of pictorial communications. Detailed procedures for materials development were also suggested. (CC)

ED 079 063 SE 015 913

Campbell, James Reed

Pattern Analysis - A Macroscopic Development for Interaction Analysis.

Pub Date Mar 73

Note—27p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Communication, Educational Research, *Interaction Process Analysis, *Research Methodology, Secondary School Students, Student Teacher Relationship, Teacher Behavior, *Teacher Characteristics, *Teaching Styles

Identifiers—Research Reports

The potentiality of macroanalysis of interactive dialogue was studied for ten suburban school teachers and their very high and very low ability student groups. Macroanalysis is the computerized analysis of interaction data into units of three or more tallies with the number of unit occurrences determinable. The sample groups had a mean IQ difference of 25 points. All class dialogues were coded according to Form Z of the Campbell-Rose Interaction System. Following an example of a 38-tally matrix in the Flanders Interaction Analysis Category System, macroanalyses of coded dialogues were compared with patterns determined by the Anidon and the Hall method. Results obtained showed that macropatterns corresponded more closely to the kind of observed teaching behavior. Macroanalysis proved simpler to understand and could readily be used as a feedback mechanism to neophyte teachers. Implications of macroanalysis for educational research, teacher preparation, and continuing education are given. (CC)

ED 079 064 SE 015 914
Wilson, John T.
An Investigation into the Effects of Generating Hunches Upon Subsequent Search Activities in Problem Solving Situations.
Pub Date Mar 73
Note—9p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Association (Psychological), Educational Research, *Learning Processes, *Learning Theories, *Mediation Theory, *Problem Solving, Recall (Psychological), Secondary School Students, Stimuli
Identifiers—Research Reports
Effects of generating hunches upon subsequent search activities in problem solving situations were studied among 45 students, 9-11 years of age. The population, divided into three groups, was assigned to observe a contradictory stimulus. The first group was asked to write hunches, while the second was allowed to read a set of hunches. Hunch activities were not carried out among the control group. All subjects were required to classify a set of procedures as "useful" or "not-useful," relative to the contradictory event. Each student was given the materials and procedures described as useful in his own classification. A posttest was given to measure the quality of the solution formulated. The overall time for completing search activities was recorded. Analyses of findings showed the presence of direct influences of generating hunches on search behavior and quality of solutions. The first group classified significantly fewer procedures as useful, spent significantly more time in search, and demonstrated a significantly higher quality. No significant differences were found between the control and the second experimental groups. Implications of the present research for curriculum design and teacher training were recommended. (CC)

ED 079 065 SE 015 917
Holliday, William G.
A Study of the Effects of Verbal and Adjunct Pictorial Information in Science Instruction.
Pub Date Mar 73
Note—15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Biology, *Diagrams, Educational Research, *Illustrations, *Instructional Materials, Pictorial Stimuli, Science Education, Secondary School Science, *Verbal Learning
Identifiers—Research Reports
A study of the effect of instructional pictures adjunct to science verbal material on learning performance was made among 80 high school biology students. The population was randomly assigned into two treatments: (1) Verbal statements (Vs) and (2) Vs plus pictures (Pt). The four independent variables were: (1) developing Pt directly from Vs, (2) providing approximately equal amounts of both Pt and Vs, (3) providing Pt that emphasized the dominant characteristics of science concepts, and (4) limiting the number of pictorial cues in each Pt. Both groups were asked to study a 23-page verbal passage. In addition, the Pt-Vs group was given "textbook-like" simplified line diagrams illustrating verbal descriptions for each page. A posttest was used, and the attention hypothesis and mediating processes were adopted to examine subjects' action. Results obtained showed that the Pt-Vs group achieved significantly better than did the Vs group, contrary to previous studies. Certain kinds of Pt did significantly facilitate student's verbal comprehension. Applications of the present exploratory techniques to the development of instructional materials were recommended. [Not available in hardcopy due to marginal legibility of original document.] (CC)

ED 079 066 SE 015 920
Allen, David W.
An Evaluation of a Museum Science Education Project with Social Integration and Urban Environmental Problems as a Focus.
Philadelphia School District, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
Pub Date Mar 73
Note—20p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, Educational Research, Elementary School Science, *Instruction, *Museums, Physical Sciences, *Program Evaluation, Science Education, *Social Integration, *Student Attitudes, Urban Environment
Identifiers—Research Reports
The Paired School Science Project (PSSP) conducted between public and parochial schools was evaluated over a period from 1968-71. A pilot program was carried out among fifth and sixth grade students of 30 schools in the 1967-68 school year. During the study period, these classes of the paired schools were bused to the Franklin Institute for integrated physical-biological science instruction one day a week for seven weeks. Students ate lunch together and then left for their respective schools. The program was extended to a whole day experience beginning in 1970, and a workshop for teachers and principals was added during the last school year. Museum resources and examination of urban environmental problems were emphasized. The student interaction category system, cultural awareness questionnaires, achievement tests, semantic differentials, sociometric studies, and interview techniques were used in evaluation. A parent questionnaire was used in the 1970-71 school year. Analyses showed that significant gain differences existed between the PSSP and the control groups. Parent participation was fairly successful. Sensitivity to environmental problems was enhanced, and student interactions occurred mostly between paired schools from similar geographic locations. Six days of social interaction had little effect on student attitude changes. (CC)

ED 079 067 SE 015 926
Reviews of National Science Policy, Iceland.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 73
Note—159p.
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($4.25)
Document Not Available from EDRS.
Descriptors—*Economic Development, Institutions, International Education, Policy Formation, *Public Policy, School Systems, *Sciences, *Scientific Research, *Technological Advancement
Identifiers—Iceland
As the fifteenth of a series of national science policy reviews made in diverse countries, the background and the examiner reports on science policies in Iceland are presented in this book to provide information about the political, economic, and structural aspects of national research and development (R and D) goals. Scientific and technological potential is discussed in connection with the educational system, manpower utilization, and funding of R and D expenditures. R and D performance is analyzed in terms of the scope of basic and applied research, organizations involved, and environments necessary for science to develop. Examiner's reports are concerned with the evaluation of prevailing research activities and the designing of future science policies and research organizations. Discussion records of the Confrontation Meeting held in September, 1971, are incorporated to express relationships of science policy to education and economy and the place of science and technology in governmental institutions. Overall conception of research policy is described as the role of the National Research Council. Besides illustrations for explanation purposes, 16 appendices relating to school enrollment, government expenditure on education and R and D, and breakdown of highly qualified and educated people are included. (CC)

ED 079 068 SE 015 933
Environmental Activities, K-12 Environmental Education Program, Summer Workshop 1972.
Menomonie Public Schools, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, Elementary Grades, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, *Learning Activities, Natural Resources, Secondary Grades, Teaching Guides
Identifiers—ESEA Title III
Representing an initial effort in activity construction, this booklet of environmental education activities was developed by teachers attending a 1972 summer workshop of the Menomonie, Wisconsin, School District titled K-12 Environmental Education Program. The activities cover a range of subject areas--biology, science, social studies, language arts, mathematics, economics, art, and music--and grade levels, K-12, although the booklet is not inclusive of all grade levels and subject areas. Preceding the activities is a list of 12 environmental education concepts compiled by the teachers and each of the 38 activities centers around one of the concepts. Organized in outline form, each activity defines the specific concept, discipline area, grade level, objectives, activities to conduct, resources to utilize (reference materials, community resources, materials required, etc.), and evaluation procedures. It is suggested the activities be used to supplement a teacher's present curriculum, modifying them for specific situations. Blank activity forms are provided for this purpose. This work was prepared under an ESEA Title III contract. (BL)

ED 079 069 SE 015 982
Watson, Fletcher G.
Four-Year Follow-Up on Physics Students. A Preliminary Report.
Harvard Univ., Cambridge, Mass. Harvard Project Physics.
Pub Date Mar 73
Note—28p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Career Choice, *Followup Studies, *Physics, *Questionnaires, Science Education, *Secondary School Science, *Student Characteristics, Surveys
Identifiers—Project Physics, Research Reports
A follow-up study was made, in 1972, for 3,150 students who enrolled in a physics course during the 1967-68 experimental year of Project Physics (PP). An eight-page questionnaire was mailed to the students. The questionnaire included one section on students' biographical information, two sections of items identical to those of 1967-68 devices, and one section on science and society. The 1967-68 devices were composed of one semantic differential on physics and the universe and one inventory of participant activity. Teachers responsible for teaching physics four years earlier to the students surveyed were classified into the PP trial, control, and PP experienced groups. From data previously recorded, the replies of 1,603 respondents were analyzed in terms of sex, career interests, physics course taken, teacher, academic activity, and geographical region. Results obtained showed the responses were not biased by sex or particular course taken. The respondents were a bit brighter in comparison with non-respondents and made a clear distinction between physics and science. No relationships were found between respondents' attitudes and physics course previously taken. The attitudes had shifted toward physics as more orderly and understandable, but the universe was now only seen as more understandable. Further investigations were recommended on the basis of the data obtained in the study. (CC)

ED 079 070 SE 015 984
Smith, Sidney P. Smith, Pat C.
An Analysis of Teacher Self-Assessment and Related Student Perceptions Regarding Instructional Behavior of Junior High School Science Teachers.
Pub Date Mar 73
Note—9p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Techniques, Educational Research, Science Education, Secondary School Science, *Self Evaluation, *Student Reaction, *Teacher Characteristics, Teacher Evaluation, *Teacher Improvement

Identifiers—Research Reports

Reported is an analysis of teacher self-assessment and related student perception of the instructional behavior among 208 students in grades 7-9 and their 26 science teachers. The teacher sample was a group participating in a Cooperative College-School Science Teacher Improvement Project. Each teacher was required to randomly identify four students in one of his classes to form the experimental group and select a non-project fellow teacher who also identified four students for a control group. Using the one-group pretest-posttest design, teacher self-assessment was made with the Science Classroom Activities Checklist (Teacher's Perception). In a pretest-posttest control design, data relative to students' views were gathered by the student perception form of the Checklist. Results obtained showed the presence of a significant change in teacher's perception of science instruction. Student mean gains were found to be greater for project teachers, and their observations were in agreement with perceptions held by their teachers. Teacher perceptual changes had carryover value into classroom strategies. (CC)

ED 079 071 SE 016 094

Klopfer, Leopold E.

A Structure for the Affective Domain in Relation to Science Education.

Pub Date Mar 73

Note—25p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activities, *Affective Objectives, *Behavior, Behavioral Objectives, *Classification, Inquiry Training, *Science Education, Scientific Enterprise, Student Attitudes, Student Interests

Identifiers—Research Reports

A classification scheme for the affective domain in relation to science education is presented in this article to clarify student's affective behaviors and their representative phenomena. Discussion is made in connection with the content-objectives grid in the cognitive domain. An analogous grid for the affective domain is delineated by a two-dimensional presentation. Krathwohl's taxonomy of educational objectives is incorporated along the behavioral objective dimension, and the second dimension is composed of a set of phenomena. The phenomena are grouped into four divisions: events in the natural world, activities, science, and inquiry. Each division is further grouped into subdivisions with some divided into still smaller categories. Sample statements along with the applicable cells of the phenomena-behaviors grid are given as examples. Applications of the present structure to science teaching and educational research are provided. Included are five tables relating to organization of the scientific enterprise, interactions of science with society, scientists as people, processes of scientific inquiry, and nature of scientific inquiry. (CC)

ED 079 072 SE 016 134

Clean Air. It's Up to You, Too.

Environmental Protection Agency, Washington, D. C.

Pub Date Mar 73

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activities, *Air Pollution Control, *Citizen Participation, Community Action, *Environment, *Group Dynamics, *Guidelines, Law Enforcement, Organizations (Groups), Social Action

Opportunities for citizen participation in federal environmental decisions relative to air pollution and its control are assessed in this booklet. The Environmental Protection Agency (EPA), as the federal agency charged with enforcement of the Clean Air Act, offers guidelines for responsible citizen action. Designed for groups already organized and active in pursuit of cleaner air, the booklet assumes that a citizen group or coalition already has some experience and sophistication in air pollution control. Knowing what to do is the main topic of discussion. This includes becoming informed, fighting for funds, knowing the law, using the state plan for air pollution control, checking source compliance schedules, understanding transportation controls, and utilizing other available tools. Knowing the deadlines and exceptions as well as legal rights are also considered. The final segment relates techniques which may be used to spur enforcement of state implementation plans, in particular, radio and television broadcasts and testifying at public hearings. Appended material compiles National Air Quality Standards, a sample Source Compliance Schedule, rules pertinent to public information and prior notice of citizen suits, a list of state air pollution control agencies and EPA Regional Offices, and a bibliography. (BL)

ED 079 073 SE 016 146

Horn, B. Ray

Long-Range Educational Planning and the Environment: A Rationale for a State Environmental Education Plan in Michigan.

Pub Date Nov 72

Note—23p.; Address given at the Michigan Environmental Education Association State Conference (5th, Battle Creek, Michigan, November 3, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Planning, *Environmental Education, Futures (of Society), *Master Plans, Speeches, State Programs, *Statewide Planning

The need for environmental education programs for citizen groups and schools alike is defined, together with the need to plan for such education. To bring about this process a state plan for environmental education is advocated. Such a plan is viewed as a four-part, comprehensive and long-range chart for planned change. To function effectively, the plan should include a statement of the authors' beliefs, assess current efforts and define goals, develop the means for arriving at the goals, and design evaluative systems. The development of Michigan's plan for environmental education is discussed at length indicating its essential elements and key recommendations. The role of government and institutional priorities are also assessed. An extensive bibliography is appended. (BL)

ED 079 074 SE 016 147

Horn, B. Ray

Michigan Does It Again.

Pub Date May 73

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Planning, *Environmental Education, Essays, *Master Plans, State of the Art Reviews, State Programs, *Statewide Planning

Research activities, public meetings, and citizen input leading up to the development and writing of a state plan for environmental education in Michigan are reviewed in this essay. A general summary of the plan itself indicates values underlying planning activities, signals current problems and efforts, tells how the plan was developed, and details goals and priorities. In addition, the plan lists recommendations, identifies constraints to fulfilling recommendations, and suggests ways to overcome the constraints. It also lists guidelines for distributing and evaluating its proposals and provides a glossary to define general terms. (BL)

ED 079 075 SE 016 158

Alden, John D.

Utilization of and Demand for Engineers and Scientists in Industrial Research.

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.; Industrial Research Inst., New York, N.Y.; Scientific Manpower Commission, Washington, D.C.

Pub Date Apr 73

Note—63p.

Available from—Engineering Manpower Commission, Engineers Joint Council, 345 East 47th Street, New York, New York 10017 ($5.00 - Pub. No. 228)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Employment Trends, Engineers, *Industry, *Manpower Needs, *Manpower Utilization, *Scientific Research, Scientists, Surveys, *Work Environment

Identifiers—Research Reports

A survey of the employment and demand for scientists and engineers in industrial research laboratories was made among all companies belonging to the Industrial Research Institute and a number of other organizations early in 1972. A questionnaire was used to analyze such aspects as reliability of future estimates, employment trends, personnel movement patterns for 1971, degree of success in personnel movements, availability and qualification of applicants, employee transfer, executive development, fringe benefits, and conditions of employment. Data analyses of 86 replies showed the evidence of personnel movements into areas of rapid payoff. Personnel reductions were not large, and, by 1973, most industry groups expected to expand again. A shift of emphasis back toward longer-range research activities and a stable working situation in laboratories were marked. Continuing liberalization of benefits was anticipated for the future, but at a gradual pace. Project leadership ability was needed, and managerial skill was likely to be found among experienced personnel. Besides 32 statistical tables, a sample questionnaire and instructions for entering data are included. (CC)

ED 079 076 SE 016 293

I.P.P.E.S. Master Objectives Bank, Science Instructional Topic Catalog.

Jackson Union School District, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—440p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—*Behavioral Objectives, Course Objectives, *Curriculum Guides, Educational Objectives, *Elementary School Science, Instruction, *Objectives, Resource Materials, Science Education, *Science Instruction

Identifiers—ESEA Title III

The Instructional Program Planning and Evaluation System (IPPES) Master Objectives Bank of the Jackson Public Schools, Michigan, provides a complete listing of the science instructional topics and objectives for kindergarten through the sixth grade. Each item is coded with a ten-digit number, which enables the user to categorize a given objective or to locate a given objective according to the following system: (1) the first two digits of the code indicate the subject matter area, classified under the headings of mathematics, reading and grammar, science, social studies, and writing skills and written expression; (2) the third and fourth digits indicate the grade level; (3) the fifth, sixth, and seventh digits indicate the topic of the instructional unit covered by the objective, and these topics together with their assigned codes are listed on the Topic Summary Sheet; and (4) the eighth, ninth and tenth digits indicate the objective within the topic, all allowing for a maximum of one thousand objectives to be grouped under a single instructional unit topic. In this volume the topics are listed alphabetically, and then objectives under each topic are further ordered according to grade level. This work was prepared under an ESEA Title III contract. (JR)

ED 079 077 SE 016 294

I.P.P.E.S. Master Objectives Bank, Science (K-6) Catalog.

Jackson Union School District, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—306p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Behavioral Objectives, Course Objectives, *Curriculum Guides, Educational Objectives, *Elementary School Science, Instruction, *Objectives, Resource Materials, Science Education, *Science Instruction

Identifiers—ESEA Title III

The Instructional Program Planning and Evaluation System (IPPES) Master Objective Bank of the Jackson Public Schools, Michigan, provides a complete listing of the science instructional topics and objectives for kindergarten through the sixth grade. Each item is coded with a ten-digit numeral, which enables the user to categorize a given objective or to locate a given objective according to the following system: (1) the first two digits of the code indicate the subject matter area, classified under the headings of mathematics, reading and grammar, science, social studies, and writing skills and written expressions; (2) the third and fourth digits indicate the grade level; (3) the fifth, sixth, and seventh digits indicate the topic of the instructional unit covered by the objective, and these topics together with their assigned codes are listed on the Topic Summary Sheet; and (4) the eighth, ninth, and tenth digits indicate the objective

within the topic, allowing for a maximum of one thousand objectives to be grouped under a single instructional unit topic. In this volume the objectives are primarily grouped according to grade level, with a secondary alphabetical ordering of topics under each grade level. This work was prepared under an ESEA Title III contract. (JR)

ED 079 078 SE 016 316

Pendleton, Julienne Marie Kesmodel

Mathematical Concept Attainment of Sixth Grade Students in Relation to Their Cognitive Styles.

Pub Date 72

Note—91p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7617, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Concept Formation, Doctoral Theses, *Elementary School Mathematics, *Grade 6, Integers, Learning, *Learning Characteristics, Learning Theories, Mathematics Education, *Research, Student Characteristics

Identifiers—*Cognitive Styles, Research Reports

An investigation of the relationship of the analytic/non-analytic and the reflective/impulsive cognitive styles of sixth grade students and their use of focusing strategies on a concept attainment task in mathematics was conducted. Fifty-one sixth grade students were identified as reflective or impulsive according to their performance on the Matching Familiar Figures Test, and as analytic or non-analytic according to their performance on a derivation of the Conceptual Styles Test. The concept attainment task used the attributes of parity, sign, and divisibility by three, five, and seven, with the set of integers, and was presented in the format of a guess-my-rule game. Results showed that there was no significant relationship between the reflective-impulsive dimension and the analytic/non-analytic dimension of cognitive style, that focusing and scanning strategies are equally employed by analytic and non-analytic subjects, but that reflective subjects tended to use focusing strategies whereas impulsive subjects tended to use scanning strategies. (Author/DT)

ED 079 079 SE 016 318

Perciante, Terence Hugh

The Influence of Visual Perception Upon the Development of Geometrical Concepts.

Pub Date 73

Note—116p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-9744, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Doctoral Theses, *Elementary School Mathematics, *Geometric Concepts, Learning, Mathematics Education, *Perceptual Development, *Research, *Student Characteristics

Identifiers—Research Reports

The purpose of the study was to inquire into student learning of geometrical concepts, and the order and organization of those concepts relative to visual experience, while paying attention to their logical organization within the structure of mathematics. A test battery comprised of visual illusions, problems requiring interpretation of pictorial depth clues, tasks calling for the grouping of shapes by common properties, and drawing tasks were administered to samples of second grade students from rural and from urban areas. The parents of each youngster were requested to complete a questionnaire which inventoried the predominant features of the child's visual experiences. Results showed that for students from rural environment, correlations between achievement and two of the illusion sets, the grouping problems, and the three-dimensional interpretation problems were all significant and in the directions predicted by the study of the mathematical characteristics of the rural environment. For urban groups the data were generally consistent with that which as expected upon definition of the mathematical properties illustrated inan urban environment. (Author/DT)

ED 079 080 SE 016 319

Brush, Lorelei Ruth

Children's Conceptions of Addition and Subraction: The Relation of Formal and Informal Notions.

Pub Date 72

Note—124p.; Ph.D. Dissertation, Cornell University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,100, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Doctoral Theses, Early Childhood Education, *Elementary School Mathematics, Mathematics Education, *Number Concepts, Preschool Learning, *Research

Identifiers—Research Reports

The purpose of the study was to examine the informal and more formal mathematical notions of children of ages four to six, and to evaluate the interaction between these two sets of notions. Two groups of problems were given to 60 children. The first included 14 Quantity Tasks in the form of stories which were illustrated by manipulable items. The second set, the Arithmetic Tasks, required the child to count as high as he could, to count backward, to count by tens, to tell what number comes before and after a given number, and to identify cardinal numbers and ordinal positions. Results showed that part of the difficulty children had with tasks appeared to involve misinterpretations of the word "more," that there were few misinterpretations in tasks where the number of items used was very small or where there existed a vast difference between the number of items in the groups, that a range of formal notions was found, and that an interaction of formal and informal notions could be defined. (Author/DT)

ED 079 081 SE 016 321

Fisher, Nancy Capozzolo

Mathematical Problem-Solving's Mathelation Component Related to Achievement, Attitude, Critical Thinking in Prospective Elementary Teachers.

Pub Date 72

Note—144p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,814 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—Ability, *Achievement, Doctoral Theses, *Evaluation, Learning, Learning Theories, *Mathematics Education, *Problem Solving, *Research, Tests

Identifiers—Research Reports

An aspect of problem solving ability was identified by the investigator as "mathelation" and was defined to be the ability to translate and to fit idealized real-world problem situations into appropriate mathematical expressions or models. The study involved three phases: (1) the construction and validation of an instrument to measure mathelation; (2) an investigation of the correlation between mathelation and critical thinking ability, mathematics achievement, attitude toward mathematics, and high school and college mathematics background; and (3) a modified case-study analysis of high and low achievers in mathelation. The test was judged to be valid and was given to 103 prospective elementary school teachers. Results showed that mathelation correlated highly with mathematics achievement (.681) moderately with critical thinking ability (.499), but lower with attitude (.311) and high school (.390) and college (.328) mathematics backgrounds. Results of the modified case study on 19 of the subjects confirmed the existing correlations of achievement and critical thinking with mathelation. (Author/DT)

ED 079 082 SE 016 322

Merritt, Paul William

The Effects of Variations in Instruction and Final Unit Evaluation Procedures on Community College Beginning Algebra Classes.

Pub Date 72

Note—178p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,207 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Algebra, Class Organization, *College Mathematics, *Community Colleges, Doctoral Theses, Evaluation, *Instruction, Mathematics Education, *Research

Identifiers—Research Reports

The purpose of this study was to determine the effects of classroom organization for instruction and final unit evaluation procedure on mathematics achievement, attitude toward mathematics, test anxiety, and the dropout and failure rate in a community college beginning algebra course. The final unit evaluation procedures were a single unit test or the option to take a second test; the classroom organizations for instruction were whole-class or flexible within-class grouping. For all but the section dealing with success and dropout rate, the analysis was concerned with 161 community college students who finished the beginning algebra course. Results showed no significant difference between treatment groups in mathematics achievement (as measured by the Cooperative Mathematics Achievement Test), attitude toward mathematics, test anxiety, the percentage of student dropouts, and the percentage of students who received a grade of C or better. The 2-test group exhibited a significantly greater mean Final Unit Test Average than the 1-test group. (Author/DT)

ED 079 083 SE 016 323

Sanders, Violet Alexandra

Arithmetic Problem Solving Strategies of Fourth Grade Children.

Pub Date 72

Note—164p.; Ph.D. Dissertation, Wayne State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-12,590 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, Mathematics Education, *Problem Solving, *Research, *Student Characteristics

Identifiers—Research Reports

The purpose of this study was to discover what strategies children use to solve verbal arithmetic problems and which strategies are most successful, and to determine relationships between success in problem solving and strategy and a group of selected student characteristics. Four hundred fifty-five fourth grade students took a test consisting of two problems; later, each student was interviewed and asked to state how he solved the problems. Results revealed that the most widely used strategy was Logical Analysis, where problems were solved by means of an equation or algorithm. Creative or Divergent Thinking was the most successful strategy but was used by only 20 children. Blind Guessing and Trial and Error were the most unsuccessful strategies. The correlations indicated that the characteristics most closely related to strategy and success were intelligence and arithmetic achievement. Most of the students using Logical Analysis or Creative Thinking strategies possessed average or high intelligence, arithmetic achievement, and socio-economic status; representative characteristics of students who used Blind Guessing were low intelligence, low arithmetic achievement, and low or average socio-economic status. (Author/DT)

ED 079 084 SE 016 324

Rathmell, Edward Cary

The Effects of Multibase Grouping and Early or Late Introduction of Base Representations on the Mastery Learning of Base and Place Value Numeration in Grade One.

Pub Date 72

Note—227p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,237, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, *Grade 1, *Instruction, Manipulative Materials, Mathematics Education, *Number Concepts, Numbers, *Research, Symbols (Mathematics), Whole Numbers

Identifiers—Research Reports

The purpose of the study was to determine the effects of type of grouping (multibase (M) or base ten (T)) and the time that base representations are introduced (initially (EB) or after counting, reading and writing numerals (LB)) on achievement in numeration in grade one. Four in-

tact classes of 110 students participated, and a 2 x 2 factorial design was used. Achievement measures were developed by the investigator. Results showed no significant differences between M and T; low-ability pupils achieved better in T throughout. After the posttest, LB had consistently higher means and adjusted means than EB, and had significantly more students with mastery on the retention test. (Author/DT)

ED 079 085 SE 016 325

Schloff, Charles E.

An Exploratory Study of Teachers' Application of Inductive Approaches in Developing an Awareness of Geometry with Fifth and Sixth Grade Children.

Pub Date 72

Note—171p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-12,592, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, *Geometric Concepts, Geometry, Grade 5, Grade 6, *Inservice Teacher Education, *Instruction, Mathematics Education, *Research, Teacher Education

Identifiers—Research Reports

The purpose of this study was to design a series of inservice seminars with teaching guides in geometry for fifth and sixth grade teachers in order to improve student competence in geometry. The guides stressed the use of a discovery approach. Twelve teachers and 293 children participated. Students took a pretest in geometry, the teachers attended three inservice seminars and presented the material to the students, and the students took a posttest. Results showed that students gained mastery of a few construction techniques using compass and straightedge, that students had developed an awareness of geometric shapes and size, and that children responded positively to the teaching strategies employed. (Author)

ED 079 086 SE 016 326

Williams, Willie Elbert

A Study of a Process to Modify Verbal Interaction Patterns of High School Geometry Teachers.

Pub Date 72

Note—101p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-12,850, Microfilm-$4.00 Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Geometry, Instruction, *Interaction Process Analysis, Mathematics Education, *Research, *Secondary School Mathematics, *Teacher Characteristics, Teacher Education

Identifiers—Flanders

The purpose of this study was to investigate attempts to modify teachers' verbal behavior characterized as direct by the Flanders' system of interaction analysis. An initial observation showed that out of 12 teachers, 3 were indirect and 9 were direct. Three groups were determined: Group I, 3 indirect teachers (control); Group II, 4 direct teachers (control); and Group III, 5 randomly selected direct teachers (experimental). Students were selected for each teacher by computer assignment. Each teacher in Group III was observed three times, and given the results of the observations along with instruction in indirect influence patterns during three conferences with the investigator. Results showed that on a continuum from .56 to 2.50, the teachers in Group III moved up so that their mean Indirect/Direct ratio did not differ significantly with those in Group I; that Group III became more indirect in their influence patterns but failed to reach the point of indirectness of Group I; and that Group III failed to move up the continuum so that there was a measurable significant difference between them and the teachers of Group II. (Author/DT)

ED 079 087 SE 016 328

Odom, Harrell James

A Comparison of Different Types of Transparencies for Effective Learning in the Biological Sciences at the College Level.

Pub Date 72

Note—185p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-4444, Microfilm-$4.00 Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Biological Sciences, *College Science, Doctoral Theses, Educational Research, *Instruction, Science Education, Teaching Techniques, Transparencies, Visual Aids

Identifiers—Research Reports

The purpose of this study was to determine if freshman biology laboratory classes would experience comparable achievement after being taught by different instructional techniques. Five groups of 18 students were involved in the study. Each group covered the same material, however, five different instructional procedures were used: (1) instruction with use of a chalkboard, (2) instruction using black and white transparencies, (3) instruction using colored transparencies, (4) instruction with transparencies of real photography of specimens, and (5) instruction with overlay transparencies. Pretests and posttests were administered, and a test and analysis of covariance were used to analyze the data. The results indicated no significant differences in learning among the five groups. It was concluded that all five methods were about equally effective, and that color, realistic detail, and sequencing of the material did not significantly improve instructional effectiveness in this study. It was also found that sex differences with regard to learning from the five different techniques were slight. (Author/JR)

ED 079 088 SE 016 330

Stoess, Betty Jean

A Study of Content Development in Selected Secondary Biology Classes.

Pub Date 72

Note—205p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2139 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—Biology, *Course Content, Doctoral Theses, *Educational Research, *Instruction, *Learning Processes, Science Education, Secondary School Science, *Teacher Characteristics

Identifiers—Content Analysis System for Chemistry, Research Reports

The principal problem was to determine the interactive processes used by a sample of biology teachers in developing biology content with students in their classes. Sub-problems were: (1) determining teaching patterns for individual teachers and for the composite sample, and (2) determining differences and similarities for teachers, days and class sections in the use of various categories and sub-categories of the category system employed (Content Analysis System for Chemistry). Eight secondary biology teachers were audiotaped on four days while teaching the same content to two class sections. This permitted comparisons both for situations where the content was the same and for situations where different content was taught. Results indicated a deductive approach to content development that was highly teacher-dominated. Teachers initiated the majority (94.3 percent) of content events and supplied three times as many events as students did. The average teacher relied heavily on lecture. (Author/JR)

ED 079 089 SE 016 331

Hulleman, Harold Wayne

Effects of In-Service Training on Elementary Teachers Pertaining to Science Achievement and Attitudes Toward Environmental Science.

Pub Date 72

Note—149p.; Ph.D. Dissertation, Iowa State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-3896, Microfilm-$4.00 Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Educational Research, Elementary Grades, *Elementary School Science, Elementary School Teachers, *Environmental Education, *Inservice Teacher Education, Science Education, *Teacher Attitudes, *Teacher Education

Identifiers—Research Reports

The purpose of this study was to determine what changes, if any, occurred in the achievement and attitudes of elementary teachers following an inservice program in environmental science. The personal and academic characteristics of grade level assignment, age, experience, and formal science training were obtained for each of the 25 experimental and 25 control subjects. The Test of Science Knowledge was used to determine their understanding of science principles, and a second instrument was used to measure attitudes toward selected environmental management concepts and toward their adequacy in teaching these concepts. These instruments were administered before and after the inservice training. No significant differences were found between the two groups regarding the understanding of scientific principles. At the end of the program, differences in attitude scores were not found to be significant. Limitations of this study included the possible contamination of the control group, the length and extent of the treatment, the manner of implementing the evaluation program, and the use of an original attitude instrument. (Author/JR)

ED 079 090 SE 016 332

Peruzzi, William T.

Science Department Head Supervisory Styles and Their Affective Correlates. (Volumes I and II).

Pub Date 72

Note—688p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2093 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Characteristics, Educational Research, Science Education, *Science Teachers, *Supervisory Methods, *Teacher Attitudes, *Teacher Characteristics

Identifiers—Research Reports, Science Supervisory Style Inventory

In this study the correlational relationships among supervisory styles of science department heads, selected affective components of their science programs, and other personal and institutional variables were investigated. The author developed two discriminative, reliable and valid instruments: the Science Supervisory Style Inventory (SSSI) and the Science Teacher/Science Department Head Questionnaire (ST/SDH Q). The experimental population consisted of 78 science department heads and 138 science teachers in Massachusetts high schools. Supervisory style perceptions were successfully separated into three categories: (1) emphasizing institutional expectations (nomothetic style), (2) emphasizing individual expectations (idiographic style), and (3) shifting emphases situationally back-and-forth (transactional style). The major conclusions were (1) science teachers indicate strong negative feelings toward nomothetic department heads and strong positive feelings toward idiographic department heads, and (2) nomothetic department heads tend to be satisfied and idiographic department heads tend not to be satisfied. (Author/JR)

ED 079 091 SE 016 333

Barnett, Howard Cecil

An Investigation of Relationships Among Achievement, Perception of Teacher Style, and Cognitive Preferences of Students in Tenth Grade Biology.

Pub Date 72

Note—103p.; Ed.D. Dissertation, University of Kentucky

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-29,259 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Biology, *Cognitive Processes, Doctoral Theses, Educational Research, Science Education, *Secondary School Science, *Student Attitudes, *Teaching Styles

Identifiers—Research Reports

This investigation attempted to determine, through the use of a population of high school biology students, whether relationships exist among achievement, directiveness of teaching style, and cognitive preferences. The instruments used were: (1) the Cognitive Preference Examination II to classify students on the basis of cognitive preferences, (2) the Nelson Biology Test to measure achievement, and (3) a modified version of Student Perception of Teacher Style to

measure teacher directiveness. It was concluded that: (1) students who perceive their teachers as directive tend to indicate a preference for memory; (2) students who perceive their teachers as non-directive tend to be higher achievers and demonstrate a preference for application; (3) students who indicate a strong preference for either application or questioning tend to be higher achievers than students who prefer memory; (4) there is a weak positive relationship between biology achievement and the application preference, and a weak negative relationship between biology achievement and the memory cognitive preference; and (5) using the entire sample as opposed to distinct sub-groups, there appeared to be no correlation between biology achievement and the questioning preference. (Author/JR)

ED 079 092 SE 016 335

Ogden, William Russell

A Chronological History of the Objectives for Teaching Chemistry in the High Schools of the United States During the Period 1918-1967, as Reflected in Selected Professional Periodicals.

Pub Date 72

Note—515p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-29,509 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Chemistry, Doctoral Theses, *Educational History, *Educational Objectives, Educational Research, Objectives, Science Education, *Science Education History, *Secondary School Science

Identifiers—Research Reports

The purpose of this study was to prepare a chronological history of the objectives for teaching chemistry in the high schools of the United States during the period 1918-1967, as reflected in selected professional periodicals. The period 1918-1967 was divided into six subperiods and the literature was searched for statements of objectives of secondary school chemistry teaching. These statements were categorized as knowledge, process, attitude and interest, or cultural awareness and the resulting categories were further subdivided into 18 distinct objective types. Statements of the 18 objective types were classified as to frequency of occurrence, category, authorship, and year of publication within each subperiod and across all subperiods to serve as indicators of preference. A number of conclusions were drawn from the data collected. One such conclusion indicated that the emphasis shifted from the knowledge category during subperiods 1-3 (1918-1946), through attitude and interest during subperiods 4 and 5 (1945-1962), to almost equal concern for all categories in subperiod 6 (1963-1967). (Author/JR)

ED 079 093 SE 016 351

Layton, James Ronald

The Relationship of Science Vocabulary Reading, General Reading, Intelligence and Social Residence of Selected Fifth Grade Students.

Pub Date 72

Note—137p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilm, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-5570 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral Theses, Educational Research, *Elementary School Science, Reading Ability, *Science Education, *Social Differences, *Success Factors, Vocabulary Development

Identifiers—Research Reports

Reported is a study to determine if a science vocabulary was necessary for successful achievement in science content and if this vocabulary was independent of social residence, intelligence and reading achievement. Two fifth grade groups, one from a suburban school and the other a rural school, took the Science Vocabulary Reading Test, the Lorge-Thorndicke Test of Intelligence and Nelson Reading Test. Multivariate analysis of variance was applied for testing the hypothesis that differences would occur between the groups and the hypothesis was not rejected. The suburban subjects scored at grade placement on Nelson Reading Test and rural subjects, below. The suburban subjects scored better on the verbal and non-verbal battery of the Lorge-Thorndike Test of Intelligence. There were no significant differences on the Science Vocabulary Reading Test. Supplementary research indicated that the reading level of the science text used by both groups may have been too difficult. (EB)

ED 079 094 SE 016 367

Southerland, Troy Taitson

The Impact of the SCIS Implementation Program on the Teaching Style of Selected Elementary School Teachers.

Pub Date 72

Note—172p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-5588, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Elementary School Science, *Inservice Education, Science Education, *Teacher Education, *Teaching Methods

Identifiers—Research Reports, Science Curriculum Improvement Study

Analyzed in this study was whether changes in teaching style, in a direction in keeping with the rationale of the Science Curriculum Improvement Study (SCIS), would occur as a result of an inservice training and implementation program. Instruments used in the study included the Test on Understanding Science (TOUS) and the Scientific Attitude Inventory (SAI). The Flanders' system of interaction analysis was used to measure the change in tactics of teaching. Analysis of observational data showed significant differences between pretest and posttest measures. The trend was toward increase in student participation and decrease in teacher domination. The conclusion was drawn that teaching style, as defined in the study, was modified. Since teachers became less direct in the tactics employed in the classroom, developed a better understanding of science, and improved their attitude toward science, the direction of modification was considered in keeping with the SCIS philosophy and rationale. (Author/EB)

ED 079 095 SE 016 379

Kuechler, Donald Albert

A Diagnostic Test for Evaluating Pre-Service Science Teachers Use of Three Selected Teaching Skills.

Pub Date 72

Note—89p.; Ph.D. Dissertation, University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-33,861 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Evaluation, *Evaluation Techniques, *Instruction, *Measurement Instruments, *Preservice Education, Science Education, *Teaching Skills

Identifiers—Research Reports

Reported is the development of an instrument to measure teaching skills of lesson orientation, verbal and written reinforcement, and lesson conclusion. Randomly selected pre-service science teachers were "visited" twice, once before skill training was given and once afterwards. Data gathered by videotape were subjected to an analysis of variance. Estimates of reliability were calculated to determine the number of times a teacher should be observed before it could be said whether or not he had the prescribed skills. NUMBERS WERE CALCULATED SIX TIMES FOR LESSON ORIENTATION, ONE TIME FOR VERBAL AND WRITTEN REINFORCEMENT, AND FIVE TIMES FOR LESSON CONCLUSION. The instrument designed seemed to be reliable and usable. (EB)

ED 079 096 SE 016 396

Starring, Ellsworth Arden

Effects of an Experimental Course for Ninth Grade Science-Shy on Their Attitudes Toward Science and Scientists.

Pub Date 72

Note—222p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,267, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum, Doctoral Theses, Educational Research, *Effective Teaching, Environmental Education, Evaluation, Grade 9, *Science Education, *Secondary School Science, *Student Attitudes

Identifiers—Research Reports

Reported is a study to determine whether attitudes of 139 ninth grade science students were changed after taking a special course, Man and His Environment. The Motz Attitude Instrument and the Lee and Kochendorfer Checklist for Science Classroom Activities were used as pre- and post-measurements. Two instruments were developed by the author to determine home attitudes toward science and the students' attitude toward the Man and His Environment course, respectively. Results indicated success in changing science-shy attitudes toward science and the scientist when teachers taught the course as designed. Teacher effectiveness was shown to be more influential than were student characteristics of sex, socio-economic status, I.Q., grade point average, home attitude toward science or attitude toward the course itself. (EB)

ED 079 097 SE 016 399

Winkeljohn, Dorothy Rita

The Effect of Inquiry-Oriented Laboratory Experiences on the Teaching Strategies of Elementary Science Teachers.

Pub Date 72

Note—134p.; Ph.D. Dissertation, University of Kansas

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,968 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Elementary School Science, *Inquiry Training, *Instruction, Science Education, *Science Teachers, Teacher Education, *Teaching Procedures

Identifiers—Research Reports

The purpose of the study was to determine the effect of inquiry-oriented laboratory experiences encountered in a science content course on the teaching strategies of in-service elementary science teachers. Ten teachers who had encountered inquiry-oriented laboratory experiences in a science content course and ten teachers selected from elementary schools of the same geographic areas who were not enrolled in the course were observed over a period of time in their science classes. Both pre- and post-tests were administered. The Instrument for Analysis of Science Teaching (IAST v.2) was used. The descriptive analysis of teaching strategies revealed the following points: (1) classes were dominated by the teacher with little initiation of activities or discussion on the part of the students, (2) the principal teaching strategy employed was a content-oriented lecture rather than exploratory discussion, and (3) most of the questions were cognitive rather than speculative; open-questions by the teacher were almost non-existent and substantive questions of students were minor. (Author/EB)

ED 079 098 SE 016 414

The Conservation of North Carolina's Natural Resources.

North Carolina State Dept. of Public Instruction, Raleigh.; Washington City Board of Education, N.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—158p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Conservation Education, Curriculum Guides, *Environmental Education, Fundamental Concepts, Instructional Materials, *Learning Activities, *Natural Resources, Outdoor Education, *Secondary Grades, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—ESEA Title III, North Carolina

This is a course designed specifically for use in eastern North Carolina or a similar geographic region but this does not preclude the use of its concepts and basic structure for other geographic regions. Plans and activities are student-centered and many are problem-solving oriented and, therefore, may be modified without disrupting the conceptual scheme. Topography, geographical history, conservation, and salt water marshes are

the major topics of study, selected to develop an understanding of the impact that management and utilization of natural resources have on the economic, social, and general welfare of man. Each unit begins with a general overview indicating the title of the unit, time allotment, purpose or objective, and abstract of content. This is followed by an outline of the pre-, major, and post-activities which compose the unit, their required time periods, and a list of supplemental activities/questions/references for the teacher. Each activity enumerates, where appropriate, background information, major points to emphasize, pertinent questions, teaching procedures, materials required, and related information. A variety of media and processes is suggested to allow for flexibility. This work was prepared under a contract for an ESEA Title III project, "Environmental Science Study Curriculum." (BL)

ED 079 099 SE 016 415

Ecological Investigations, Curriculum Guide.

North Carolina State Dept. of Public Instruction, Raleigh.; Washington City Board of Education, N.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—194p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum Guides, *Ecology, Environmental Education, Fundamental Concepts, Instructional Materials, *Investigations, Learning Activities, *Natural Resources, *Secondary Grades, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—ESEA Title III

Activities which stress ecological concepts make up the major portion of this curriculum guide. Designed as a 12 we k mini-course for students in grades eight and nine, the guide first presents the course schedule, including time requirements, lists the ecological concepts to be studied, and correlates the concepts with the activities. Following an Orientation unit, the major topics or units of study include: Introduction to Interrelationships, Nature's Law of Supply and Demand, To Each His Own, "The Only Thing Constant is Change," and Adversity and Diversity. Each unit is composed of a series of pre, major, and post-activities beginning with a general overview indicating the title of the unit, time allotments, purpose or objective, and abstract of the content. Individual activities enumerate, where appropriate, specific goals, background information, major points to emphasize, teaching procedures, materials required, and supplemental activities or information. A variety of media and processes is suggested to allow for flexibility and use of the material at any grade level. This work was prepared under a contract for an ESEA Title III project, "Environmental Science Study Curriculum." (BL)

ED 079 100 SE 016 416

Water Quality Control, Curriculum Guide.

North Carolina State Dept. of Public Instruction, Raleigh.; Washington City Board of Education, N.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—209p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Curriculum Guides, *Environmental Education, Instructional Materials, *Learning Activities, Natural Resources, Quality Control, *Secondary Grades, *Teaching Guides, Units of Study (Subject Fields), *Water Resources

Identifiers—ESEA Title III

Activities which study how water is used, contaminated, and treated or purified are presented in this curriculum guide, culminating in the investigation of a local water quality problem. Designed as a 12 week mini-course for students in grades eight and nine, the guide first presents a review of the content, objectives, major concepts, and sources for student reference materials. Major topics or units of study are titled: Water, a Renewable Resource (Hydrologic Cycle); Is Water a Renewable Resource?; Scientific Analysis of Local Water Quality; and A Local Study of Water Quality. Each unit is composed of a series of pre-, major, and post-activities beginning with a general overview indicating title of the unit, purpose or objective, abstract of content, and unit schedule of activities, including time allotments. Individual activities enumerate, where appropriate, background information, major points to emphasize, questions or quizzes, teaching procedures, materials required, and supplemental activities or information. A variety of media and processes is suggested to allow for flexibility. This work was prepared under a contract for an ESEA Title III project, "Environmental Science Study Curriculum." (BL)

ED 079 101 SE 016 418

DeVries, Rheta

Relationships among Piagetian, Achievement, and Intelligence Assessments.

Pub Date Mar 73

Note—15p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ability, Achievement, *Cognitive Development, Elementary School Mathematics, Evaluation, *Intelligence, Learning, *Learning Theories, *Mathematics Education, *Research, Testing

Identifiers—Research Reports

The purpose of this study was to relate Piaget-type tests to Stanford-Binet Mental Age and IQ, to IQ on the California Test of Mental Maturity, and to performance on the Metropolitan Achievement Test. Subjects were 143 children of bright, average, and retarded psychometric abilities; bright and average children were chronologically aged five to seven years, while retarded subjects were mentally aged five to seven years and chronologically aged six to twelve years. Fifteen Piaget-type tasks were individually administered in three sessions. Results indicated that although Piagetian and psychometric assessments are somewhat related, Piagetian measures represent some aspects of intelligence and achievement which are not included in standardized assessments currently used in schools. For another analysis of these data, see SE 016 419. (DT)

ED 079 102 SE 016 419

DeVries, Rheta

The Two Intelligences of Bright, Average, and Retarded Children.

Pub Date Mar 73

Note—16p.; Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, March 29, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ability, *Cognitive Development, Elementary School Mathematics, Evaluation, *Intelligence, Learning, *Learning Theories, *Mathematics Education, *Research, Testing

Identifiers—Research Reports

This study attempted to determine if performance on Piagetian tasks can be predicted from Stanford-Binet mental age or IQ. Subjects were 143 children of bright, average, and retarded abilities as measured by performance on the Stanford-Binet Intelligence Test. Bright and average children were chronologically aged five to seven years; retarded children were mentally aged five to seven and chronologically aged six to twelve. Fifteen Piaget-type tasks were individually administered in three sessions. Results showed that (1) children of higher IQ develop through Piagetian stages faster than children of lower IQ, and (2) prior to the period of concrete operations, high-IQ children tend to think in a more preoperational way than older children of the same mental age but lower IQ. Conclusions were that psychometric tests and Piagetian tasks seem to reflect two kinds of intelligence, and that experience is an important factor in the development of Piagetian intelligence. For another analysis of these data, see SE 016 418. (DT)

ED 079 103 SE 016 430

Vivian, V. Eugene

Sourcebook for Environmental Education.

Pub Date 73

Note—206p.

Available from—C. V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Planning, Ecology, Elementary Grades, *Environmental Education, *Guidelines, Lesson Plans, Natural Resources, *Resource Materials, Secondary Grades

This sourcebook is designed to assist school systems in developing a comprehensive curriculum for environmental education in grades K-12. A consideration of the need for environmental education is projected in Chapter 1 through a set of objectives together with an analysis indicating ethics and attitudes about environment to be the most influential aspect of environmental education. Several approaches to curriculum planning are offered. In Chapter 2, a series of unit plans, ranging from primary to secondary grade levels and requiring from three to eight weeks of class time, is presented. Content overview, objectives, generalizations, strategy, lesson outlines, materials to use, evaluation, and a bibliography are identified for each of these five plans. How to monitor environmental factors related to air, water, and solid waste pollution is the focus of Chapter 3. A third, interdisciplinary approach is featured in Chapter 4, with case studies of 16 communities. Sciences, both biological and physical, are intertwined with factors of geography, government, and politics. Many environmental problems are encountered by studying the human communities selected from a broad geographic range. A fifth chapter on evaluation is intended to delineate some novel means of evaluative procedures. (BL)

ED 079 104 SE 016 431

Blade, Melanie

California Conservation and Environmental Education Survey.

Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program.

Pub Date 71

Note—130p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Conservation Education, County School Systems, Educational Programs, *Environmental Education, Evaluation, School Districts, *State Surveys, *Status

Identifiers—*California

This report is a compilation of data obtained from the California Conservation and Environmental Education Survey. The purpose of the survey was (1) to find out whether the legislative mandate, calling for instruction in the protection and conservation of resources and including the necessity for the protection and environment, is being carried out and (2) to find out what services are needed in order to aid the schools in carrying out more thoroughly this mandate and in improving their environmental education programs. To obtain information a questionnaire was sent to all school districts and county offices of education in California. The environmental education program of each county is summarized, through the following topics: reply rate, publications, teacher training, on-site environmental study areas, resident outdoor education school programs, special funds or grants, and evaluations. Additional reports include those from community organizations (Sierra Club and National Audubon Society) and specific agencies (U.S. Office of Education, State Department of Education, County Offices of Education, and U.S. and State Departments of Forestry, Agriculture, Parks and Recreation, Water Resources, Fisheries and Wildlife, Soil Conservation, and the Environmental Protection Agency). Comments on proposed legislation and suggested areas for program improvement conclude the report. (BL)

ED 079 105 SE 016 432

Shaw, Stanley And Others

A Survey and Study of Allen Parish Schools in the Area of Science Education, Grades 7-12.

Allen Parish School Board, Oberlin, La.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—64p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Laboratory Experiments, *School Surveys, *Science Education, Science Teachers, *Surveys, *Teacher Characteristics

Identifiers—ESEA Title III, Research Reports

The purposes of the study were to make an analysis of the status of science teachers in the Allen Parish school system (Louisiana) for the 1969-70 school year, to identify the problems of science instruction, and to show a breakdown of

laboratory exercises performed by science consultants during an inservice summer session. The first part of the study analyzes the age, sex, experience, and other factors relating to teachers that are generally considered to influence the quality of their instruction in the area of science education. The second part is an analysis of goals, problems, and recommendations for the improvement of science education in the school system. The final section of the study provides a listing of demonstrations, materials, and experiments presented by science consultants during the 1969 inservice summer session. This work was prepared under an ESEA Title III contract. (Author/JR)

ED 079 106 SE 016 433

Environmental Ecological Education Program, Interim Evaluation Report July 1, 1971 - June 30, 1972.

Parkway School District, Chesterfield, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Note—91p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ecology, Educational Programs, *Environmental Education, *Evaluation, Handicapped Students, Inservice Teacher Education, Intermediate Grades, Outdoor Education, *Projects, *Reports, Resident Camp Programs, Supplementary Educational Centers

Identifiers—ESEA Title III

The project involved an inservice workshop for teachers, a series of experiences for intermediate elementary students in an outdoor environmental interpretation center, a one-week outdoor resident camp program for students in grades five and six, and a six-week summer environmental/ecological program for mentally retarded and orthopedically handicapped students. Program objectives are defined together with a summary of their respective activities and evaluations. A brief review is also given of the dissemination activities emanating from the project. The appendices provide several survey instruments and questionnaires, including results, which were used to evaluate attitudes and skills achieved by teachers and students in the various aspects of the project. Staff reports, parent letters, and sample of student work conclude the report. This work was prepared under an ESEA Title III contract. (BL)

ED 079 107 SE 016 434

Human Sciences: A Developmental Approach to Adolescent Education.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—72p.

Available from—Biological Sciences Curriculum Study, P. O. Box 930, Boulder, Colorado 80302 (no price quoted)

Document Not Available from EDRS.

Descriptors—Curriculum, *Curriculum Development, Educational Programs, *Elementary School Science, Program Descriptions, Program Development, *Science Education, *Secondary School Science

Identifiers—*Biological Sciences Curriculum Study, Human Sciences Program

This publication is designed to provide a diverse audience with information about the Human Sciences program initiated in March, 1971, by the Biological Sciences Curriculum Study with financial support from the National Science Foundation. The program differs markedly from the course content improvement programs of the past, since its purpose is to provide an entirely new curriculum especially designed to fit the psychological and physiological needs of eleven to thirteen-year-old children, the ages predominantly found in grades six, seven and eight. A sample of the topics discussed in this booklet include: a rationale for Human Sciences, giving the historical development and more theoretical considerations underlying the program; a description of pilot modules (Humanself, Developing, and Learning Modules); premises about students, relating to early adolescence, growth of intelligence, and evaluating student development; a sample class activity; the contributors to the program; times when the program will be available for schools; training of teachers; and additional readings relating to the theoretical basis of the program. (JR)

ED 079 108 SE 016 437

McHale, Thomas J. Witzke, Paul T.

A System of Instruction for Career Mathematics.

Pub Date Dec 72

Note—19p.; Paper presented at the annual convention of the American Vocational Association, Chicago, Illinois, December 2-5, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, *Curriculum, Curriculum Development, *Higher Education, Individualized Instruction, Mathematical Applications, *Mathematics Education, Program Descriptions, Secondary School Mathematics, Technical Education, *Technical Mathematics

A system of instruction for technical mathematics which utilizes programmed materials, continual diagnostic assessment, and tutoring is described. The system was developed at the Milwaukee Area Technical College. The first section of this paper states the philosophy of the project, lists the programmed texts used, enumerates special features of the project, and describes the use of the system of instruction. The second section analyzes the system of instruction, giving details on how the system works, characteristics of students enrolled in the courses, course content, student evaluation, teacher role, and typical results of the program. Section three discusses the use of the system in secondary schools, including development of a two-year technical mathematics sequence for grades 11 and 12. The final section looks into future directions for the program. (DT)

ED 079 109 SE 016 438

Henderson, Stephen A.

Independent Research Projects - A Practical Means of Individualizing Instruction.

Pub Date Mar 73

Note—7p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, March 30-April 3, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Independent Study, *Individualized Instruction, Individual Study, Instruction, Research Projects, *Science Education, Science Projects, *Secondary School Science, Student Projects, *Teaching Methods

This paper advocates the use of independent research projects as a practical means of individualizing science instruction within the framework of a traditional school program. The science program at Model Laboratory School, Eastern Kentucky University, Richmond, Kentucky, is discussed as an example of independent study being an integral part of the science curriculum. In each of the science courses offered in grades 7-12 students have an opportunity to work independently on research projects. This form of instruction achieves its greatest emphasis in the second-level biology course, in which students may elect to take independent research for the entire year if they so desire. Some of the major problems encountered by the student as he develops his project include: difficulty in identifying a reasonable topic; obtaining equipment, chemicals, and other supplies; researching the topic in the library; adequately controlling variables; and persisting with the project through to completion. Despite these difficulties, students involved in this form of independent study usually become highly motivated and enjoy the variety of work and freedom to make their own choices. Literature is cited which indicates increased academic achievement among students involved in research projects as part of the course requirement. (JR)

ED 079 110 SE 016 440

Coleman, Clarence D., Jr. Fowler, H. Seymour

A Comparative Study of the Effects of Prior Knowledge of Performance Objectives on Cognitive Learning Outcomes in the Instruction of TCCP Physical Science.

Pub Date Mar 73

Note—12p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Behavioral Objectives, Cognitive Objectives, College Science, *Educational Research, Instruction, Learning Theories, *Physical Sciences, *Science Education

Identifiers—Research Reports

The purpose of the study was to investigate differences in learning as attributed to the instructional treatment of behavioral objectives of students in a general physical science laboratory. It was hypothesized that there would be no significant difference in the achievement of students in physical science who were exposed to laboratory methods in which they conducted experimentation without prior behavioral objectives, and those students who were presented behavioral objectives prior to experimentation. The experimental and control populations were randomly selected from 94 freshmen enrolled in the Thirteen College Curriculum Program Phsical Science Course at Norfolk State College. An analysis of the results failed to reject the hypothesis, and indicated no significant difference between presenting performance objectives and not furnishing performance objectives to the students. No significant differences in achievement were evident between the experimental and control groups with respect to sex of the subjects or major area of study (business or education). Nor was there a significant difference in terms of attitudes toward science as it was related to the sex of students when attitude were controlled by an analysis of covariance. (JR)

ED 079 111 SE 016 443

Blosser, Patricia E.

Questioning Skill Development by Prospective Secondary School Science Teachers: An Extension.

Pub Date Mar 73

Note—5p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, March 30-April 3, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Research, Instruction, *Preservice Education, *Questioning Techniques, Science Education, Secondary Grades, *Secondary School Science, Speeches, Student Teachers, *Teacher Education, *Teaching Techniques

This paper discusses the implications of two studies on the questioning behavior of preservice secondary school science teachers. The first study indicated that preservice teachers could benefit from participation in an instructional procedure designed to enable them to develop skill in several questioning strategies. The second study was designed to determine the time in the undergraduate program at which instruction and practice in questioning should be introduced for maximum effectiveness in the classroom. Results indicated that the students who appeared to profit most from instruction in questioning were those who received the instruction over two quarters, both prior to and concurrent with practice in the classroom. Based upon the findings of these studies several implications for teacher supervisors emerge: (1) instruction relating to questioning techniques given only concurrent with classroom practice may not be sufficient for adequate skill development; (2) in using microteaching techniques, it should not be assumed that skill shown in a microteaching setting will translate to the school classroom; (3) both self-evaluation and evaluation by the supervisor are important components of the instructional sequence; and (4) whenever possible, cooperating teachers should provide models for their student teachers. (JR)

ED 079 112 SE 016 444

Suydam, Marilyn N.

SMEAC Newsletter, Mathematics Education, Volume 5, Number 2.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date 73

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum, *Elementary School Mathematics, *Instruction, *Mathematics Education, Metric System, *Newsletters, *Research Reviews (Publications), Teaching Techniques

Identifiers—ERIC SMEAC

This newsletter summarizes findings from research on elementary school mathematics published during 1972 that might be used by teachers. Covered is research on addition and subtraction sentences, algorithms, problem solv-

ing, instructional materials, teacher questioning patterns, cognitive levels, instructional sequences, motivation, and logic. Announcements of a metric conference and a metrication project are included in a "News Notes" section. (DT)

ED 079 113 SE 016 445

Enforcement Field Operations Manual.

Colorado State Dept. of Health, Denver. Div. of Air Pollution Control.

Pub Date [73]

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Air Pollution Control, *Environment, *Evaluation, Guidelines, Inspection, Instructional Materials, *Law Enforcement, *Manuals, Observation, Police Action

This manual is designed as a practical handbook for air pollution control officials. A variety of situations and tasks encountered in field operations are described and the appropriate action which should be taken is explained Topics include source detection, source inspection, recording and reporting inspections, maintaining a recording system, drawing flow diagrams, and a guide for establishing opacity violations. The section on format for enforcement presents in detail items related to the enforcement time schedule; citations; conference, conciliation, persuasion; compliance; written orders; and variance requests. Sample forms and formats are given. Finally, legal action is considered with notes about prosecuting violators and preparations for hearing board and court cases as well as how to be a good witness. (BL)

ED 079 114 SE 016 446

Mathematics Courses for the Seventh Year and Eighth Year, 1973 Reprint.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 71

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum, *Curriculum Guides, Grade 7, Grade 8, Instruction, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Scope and content charts specifying units, topics, and time allotment are provided for grades 7 and 8. Sets, numeration systems, whole numbers and positive rational numbers, ratio-proportion-and-percent, and geometry are the units covered in seventh grade. In eighth grade, the units include sets, real numbers, ratio-proportion-and-percent, geometry, coordinate geometry, and statistics. The remainder of the guide briefly explains mathematical content and suggests teaching methods. See SE 016 447 for the handbook which supplements this syllabus. (DT)

ED 079 115 SE 016 447

Mathematics 7-8 Handbook, 1973 Reprint.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 69

Note—209p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Curriculum, Curriculum Guides, Grade 7, Grade 8, *Instruction, Mathematical Enrichment, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

This handbook provides suggestions for teaching topics in seventh and eighth grade mathematics and was intended to be used as a supplement to the seventh and eighth grade syllabus (see SE 016 446). Optimal materials, activities, and approaches are suggested for the following topics: sets; numeration systems; natural numbers, whole numbers, rational numbers, integers, and real numbers; ratio, proportion, percent, and variation; geometry; statistics; and probability. (DT)

ED 079 116 SE 016 449

Environmental Education Projects - Fiscal Year 1973.

Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date Jun 73

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Finance, *Environmental Education, *Federal Aid, Financial Support, *Grants, *Projects, Reports, Resource Allocations

Summarized in this pamphlet are the U.S. Office of Education grants for 1973 in the field of environmental education. Fifty-four projects designed to enhance environmental literacy and promote understanding of contemporary ecological problems were awarded $1,180,125 in federal grants, ranging from $1,010 to $64,000. Funded under the Environmental Education Act of 1970 (P.L. 91-516), the projects are located in 32 states and the District of Columbia. They focus on four priority areas--resource materials development, personnel development, community education, and elementary and secondary education. Programs generally deal with junior and senior high school levels (grades 7-12) and nonformal community education groups and organizations. Included in the awards are 18 minigrants of $10,000 or less to be used for workshops, conferences, or seminars that will assist local communities in acquiring an understanding of the causes, effects, issues, and options surrounding local environmental problems. The recipients are state and local education agencies, community colleges, colleges and universities, and private educational and environmental organizations. The compilation lists each project individually by state, giving its complete title, name of director, name of organization and address, a brief description of the project, and amount of federal support. (BL)

ED 079 117 SE 016 453

Council of Europe News-Letter 2/73.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 73

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Comparative Education, Educational Administration, *Educational Change, Educational Legislation, Higher Education, *International Education, *Newsletters, Teacher Education

Identifiers—Council of Europe

Part one of the newsletter is devoted to excerpts of lectures presented at a symposium on research and reform in teacher education. The symposium was held at Bristol University under the sponsorship of the Council of Europe's Educational Research Committee, and was attended by researchers and administrators from 18 member states. Part two provides educational news from 10 European countries. From Denmark come protests against a new ministerial policy increasing the teacher's work load, and in Germany problems of student admission and study reform in higher education are causing concern. Educational policies of the new government in Ireland are reported, the role of the post-primary teacher is examined in the Netherlands, and in Norway the government has proposed to split the present Ministry of Education and Ecclesiastical Affairs. Sweden reports the results of the 1968 Education Commission proposals for the reform of higher education. Topics discussed from the United Kingdom are the results of the Russell Report on adult education, the annual report of the Open University, and vocational training for girls. Educational news from Belgium, France, and Switzerland are reported in French. (JR)

ED 079 118 SE 016 454

Council of Europe News-Letter 3/73.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 73

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comparative Education, *Education, *Educational Change, Higher Education, *International Education, *Newsletters, Secondary Education

Identifiers—Council of Europe, Research Reports

Part one of the newsletter discusses the results of three reports produced by the International Association for the Evaluation of Educational Achievement (IEA). The reports are the result of an international survey in the IEA cooperating countries on achievement in science, literature, and reading comprehension. In general, the findings confirm that educational achievement is directly related to the student's social circumstances, irrespective of differences in school organization or resources or the qualifications of the teacher. Part two provides educational news from ten European countries. In Denmark, universal compulsory education for 12 years is under consideration, and in Finland and Germany reports have been released on future planning in education. Also from Germany are discussions on pre-school education and the constitutional limits to the reform of higher education. In the United Kindgom, porposals have been announced for a complete reform of sixth form examinations and curricula, and the Labour Party has announced its educational policy for the 1970's. Articles are also presented from the Netherlands, Norway, Spain and Sweden outlining educational trends. News from Belgium and France is reported in French. (JR)

ED 079 119 SE 016 471

Scorer, Richard S.

Air Pollution.

Pub Date 68

Note—151p.

Available from—Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Case Studies, *Environment, *Mechanics (Physics), *Meteorology, Observation, Physics, *Problem Solving, Theories

The purpose of this book is to describe the basic mechanisms whereby pollution is transported and diffused in the atmosphere. It is designed to give practitioners an understanding of basic mechanics and physics so they may have a correct basis on which to formulate their decisions related to practical air pollution control problems. Since many theoretical and qualitative solutions are applicable in only a few situations, the emphasis here is upon seeing mechanisms in action so that one can quickly learn from observations. Consideration is given to the multitude of complexities of topography, building shapes, wind fluctuations, and diurnal variations of stratification. Chapters are titled: Pollution over Flat Country; Dilution: Formulae and Mechanisms; High Level Inversions; Ground and Valley Inversions; Wet and Coloured Plumes and Natural Pollution; Separation; Some Effects of Air Pollution (Smells, Health Misconceptions, Blackening of Surfaces, and Expansion and Corrosion); and Repercussions. Numerous photographs are used to increase observation skills and indicate why the complexities of the problem make every situation unique. (BL)

ED 079 120 SE 016 472

Sproull, Wayne T.

Air Pollution and Its Control, Second Edition.

Pub Date 72

Note—132p.

Available from—Exposition Press Inc., 50 Jericho Turnpike, Jericho, New York 11753 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Earth Science, *Ecological Factors, *Environment, Matter, Pollution, Special Health Problems, *State of the Art Reviews

A concise appraisal of our contemporary status and future prospects with regard to air pollution and its control are offered in this text for concerned laymen. What air pollution is, how it endangers health, the cost of controlling it, what is being done about it now, and what should be done are some of the basic questions considered. Topics cover the earth's atmosphere, synergestic effects, oxides of carbon/hydrogen/sulfur, particulate pollution, sources of air pollution, control of particulate emission, control of invisible emission, toxicology and epidemiology of air pollution, and legal and economic aspects. As for the future, air pollution is viewed as a product of high population density, high motor vehicle density, urbanization, and industrialization. And the worldwide trend is toward more and more of the same. (BL)

ED 079 121 SE 016 473

Rosier, Malcolm J.

Science Achievement in Australian Secondary Schools.

Australian Council for Educational Research, Melbourne.

Pub Date May 73

Note—90p.

Available from—Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria 3122, Australia ($3.00)

Document Not Available from EDRS.

Descriptors—Comparative Education, *Educational Research, *International Programs, Research, Science Course Improvement Project, Science Education, *Secondary School Science, Surveys
Identifiers—Australia, IEA Science Project, Research Reports
This publication presents the results of research conducted in Australian secondary schools as a part of the International Association for the Evaluation of Educational Achievement (IEA) Science Project. The aim of the project was to investigate relationships between the science achievement of secondary students and various home, student, school, and teacher factors. About 9,500 secondary school students from six Australian states were tested in 1970 by the Australian Council for Educational Research. The samples included students from government, Catholic and independent schools in both the metropolitan and non-metropolitan areas. The report sets out, in graphical form, the school mean scores of the Australian schools that participated in the project on five variables: (1) total science test, (2) test of understanding of science, (3) science activities and interest scale, (4) word knowledge test, and (5) like school scale. The data are presented by individual states, and the correlations between the variables are analyzed and discussed. Since the same tests were administered to samples of students in 17 other countries, some direct comparisons may now be made between science education in Australia and other IEA countries. (JR)

ED 079 122 SE 016 475
Carr, Donald E.
The Breath of Life. The Problem of Poisoned Air.
Pub Date 65
Note—175p.
Available from—W. W. Norton Company, 55 Fifth Avenue, New York, New York 10003 ($5.95)
Document Not Available from EDRS.
Descriptors—*Air Pollution Control, Chemical Reactions, *Ecological Factors, Environment, *Fuels, *Motor Vehicles, Pollution, *Special Health Problems, Urban Areas
The origins and nature of air pollution, from earliest days to the present, are examined in this book. Although air pollution has been with us since the discovery of fire, it is proffered that the major culprit now is the burning of gasoline and low-grade heating oil. All other sources of air pollution are negligible. The main thesis is that only a real effort to change auto engine design and to develop a truly workable electric car, plus a substantial improvement in public transportation to keep cars off our city streets, can save our cities from sure disaster. Today, the air in many big cities is heavily contaminated by photochemical smog, caused mainly by automobile exhaust and heavily laced with cancer-producing compounds. The situation exists in almost every large city of the world and consititutes a monumental menace to health. (BL)

ED 079 123 SE 016 500
Activities with Decimals, Mathematics (Experimental): 5212.75.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—13p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, Behavioral Objectives, Curriculum, *Decimal Fractions, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests
Identifiers—*Quinmester Program
This guidebook, which sets minimum course content, is designed for the student who has acquired basic computational skills with non-negative rational numbers. The booklet covers computation skills with decimals. General goals and performance objectives, a course outline, teaching strategies, and sample test items are included. The quin is based on chapters from the text, "Essentials of Mathematics 2", by Sobel, Maletsky and Hill. A list of six additional references is provided. (DT)

ED 079 124 SE 016 501
Activities with Fractions, Mathematics (Experimental): 5212.74.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—15p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, Behavioral Objectives, Curriculum, *Fractions, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests
Identifiers—*Quinmester Program
Designed for the student who has acquired basic computational skills with non-negative rational numbers, this guidebook on minimum course content seeks further development of computational skills with fractions. General goals and performance objectives, a course outline, teaching strategies, sample test items, and a list of six references are included. The quin is based on chapters from the text, "Essentials of Mathematics 2", by Sobel, Maletsky and Hill. (DT)

ED 079 125 SE 016 502
Activities with Whole Numbers, Mathematics (Experimental): 5212.73.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—13p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, Behavioral Objectives, Curriculum, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests, *Whole Numbers
Identifiers—Computation, *Quinmester Program
Designed for the student who has acquired basic computational skills with non-negative rational numbers, this guidebook delineates minimum course content to further develop students' computational skills with whole numbers. Place value and estimation are also covered. General goals, performance objectives, a course outline, suggested teaching strategies, sample test items, and a list of six references are provided. The quin is based on chapters from the text, "Essentials of Mathematics 2", by Sobel, Maletsky and Hill. (DT)

ED 079 126 SE 016 503
Kenworth, Lois
Algebra Id, Mathematics (Experimental): 5215.24.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—30p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Algebra, Behavioral Objectives, Curriculum, Graphs, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests
Identifiers—*Quinmester Program
This guidebook on minimum course content for beginning algebra covers graphing, the distance formula, slope, the slope-intercept form of the equation of a straight line, algebraic and graphic solutions to systems of equations, functions, and variation. Overall goals for the course are stated; performance objectives for each unit, a course outline, references to state-adopted texts, and teaching suggestions are given. A pretest and posttest are included, plus an annotated list of seven references. (DT)

ED 079 127 SE 016 504
Hirigoyen, Hector
Algebra It, Mathematics (Experimental): 5215.15.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—16p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Algebra, Behavioral Objectives, Curriculum, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests
Identifiers—*Quinmester Program
This is the fifth of six guidebooks on minimum course content for first-year algebra; it includes operations with radicals, solutions of equations involving radicals or rational expressions, the distance formula, slope, and the slope-intercept form of the equation of a line. Course goals are stated, performance objectives listed, textbook references given, and teaching strategies suggested. Pretest and posttest items are included, plus an annotated list of three references. For other booklets in this set, see ED 067 283, ED 067 284, ED 067 296, and SE 016 505. (DT)

ED 079 128 SE 016 505
Weathers, Muriel
Algebra Iu, Mathematics (Experimental): 5215.16.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—22p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Algebra, Behavioral Objectives, Curriculum, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests
Identifiers—*Quinmester Program
This is the last of six guidebooks setting minimum course content for first-year algebra; it covers algebraic and graphic solutions to systems of equations, relations and functions, and variation. After course goals are stated and performance objectives listed, a course outline, textbook references, and teaching suggestions are given. Pretest and posttest items are included along with an annotated bibliography of seven references. For other booklets in this algebra series, see ED 067 283, ED 067 284, ED 067 296, and SE 016 504. (DT)

ED 079 129 SE 016 506
Josepher, Nelda *Temple, Aline*
Geometry 2, Mathematics (Experimental): 5218.22.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—74p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Curriculum, *Geometry, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests
Identifiers—*Quinmester Program
This is the second of two guidebooks on minimum course content for high school geometry, and is designed for the student who has mastered the skills and concepts of Geometry I and who had a final average of low B or less. Emphasis is on understanding and use of theorems without proof. This course develops definitions and properties of triangles, quadrilaterals, circles, polygons, and solid figures. Methods for finding linear measures, lateral and total measures, and volume measures are formulated; the Pythagorean Theorem and special right triangle relationships are developed. Overall course goals are stated, then for each of the topics there is a list of performance objectives, textbook references, course content, and suggested learning activities. Sample posttest items, an annotated bibliography of 16 books, and a list of films, filmstrips, and transparencies are included. (DT)

ED 079 130 SE 016 507
Strachan, Florence
Pre-Algebra 2, Mathematics (Experimental): 5210.12.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—23p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algebra, Behavioral Objectives, Curriculum, Instruction, Mathematics Education, *Number Concepts, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests
Identifiers—*Quinmester Program
This is the second of four guidebooks on minimum content designed to strengthen fundamental concepts which are basic preparation for Algebra I. This booklet covers integers, rational and irrational numbers, real number properties and operations, graphing in one dimension, and open sentences. The overall course goals are stated, then, for each topic covered, a list of performance objectives, a course outline, references to state-adopted texts, and suggested teaching strategies is provided. Pretest and posttest items, plus a list of eight references are included. For the first guidebook in this set, see ED 062 181. (DT)

ED 079 131 SE 016 508
Edwards, Raymond J.
Probability, Mathematics (Experimental): 5293.38.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—24p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Curriculum, Game Theory, Instruction, Mathematics Education, *Objectives, *Probability Theory, *Secondary School Mathematics, *Teaching Guides, Tests
Identifiers—*Quinmester Program
This guidebook on minimum content for a study of probability and its applications was designed for the student who has mastered second-year algebra. Covered in this booklet are sample spaces; tree diagrams, permutations, combinations, probability concepts and applications; and game theory. The course goals and performance objectives are specified, and a course outline along with suggested sources and strategies are provided. Sample pretest and posttests and an annotated list of 14 references are included. (DT)

ED 079 132 SE 016 509
Blanford, Doris K. Thornton, James E., Jr.
Pure Mathematics 3, Mathematics (Experimental): 5211.33.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—21p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Curriculum, Instruction, Mathematics Education, *Number Concepts, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests
Identifiers—*Quinmester Program
This guidebook specifies minimum course content covering number systems and bases, rational numbers and operations with rationals, and solving simple open sentences. Course goals are stated, then performance objectives, a course outline, references, and suggested teaching strategies are listed for each topic covered. Posttest items and a list of 15 references are included. (DT)

ED 079 133 SE 016 510
Basnett, Fred D.
Agricultural Biology, Science (Experimental): 5314.09.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—24p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Education, Behavioral Objectives, *Biology, Instruction, Instructional Materials, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program
This unit of instruction was designed as a laboratory study of soils, plants, crop improvements and pesticides, and gives consideration to fish farming, tropical fish, and careers in agriculture. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, guest speakers, field trips, and topics for student projects, discussion questions and reports. Also listed are relevant films and filmstrips available from the Dade County Audiovisual Center. Reference books and other course materials are recommended, and a master sheet is provided relating each suggested activity to the specific performance objectives. (JR)

ED 079 134 SE 016 511
Silver, Barbara A.
Investigating Intricacies of Life Science, Science (Experimental): 5334.02.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—16p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Biology, Instruction, Instructional Materials, Objectives, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program
This unit of instruction was designed for the student who does not read well or who has been unsuccessful in previously attempted science courses. It is composed of a series of suggested activities selected to give the student a brief experience in many areas of the world of living things. Emphasis is on the study of living things other than Man, and no attempt has been made to develop the topics in depth. The booklet lists the relevant state-adopted texts, suggests other references, and states the performance objectives for the unit. It provides an outline of the course content, makes suggestions for the implementation of the course, and provides a sample work sheet. Fifty-seven student activities are described and related to specific performance objectives, references, and appropriate films available from the Dade County Audiovisual Center. (JR)

ED 079 135 SE 016 512
Basnett, Fred D.
Plant Economics, Science (Experimental): 5314.07.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—20p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Biology, Instruction, Instructional Materials, Objectives, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program
This unit of instruction was designed for the slow reader and terminal student, and consists of a study of the economic value of plants and a consideration of landscaping, gardening and horticulture for fun and profit. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and suggests experiments, guest speakers, field trips, and topics for student projects, reports, and discussions. Also listed are relevant films and filmstrips available from the Dade County Audiovisual Center. Reference books and other materials and resources are recommended, and a master sheet is provided relating each suggested activity to the specific performance ojectives. (JR)

ED 079 136 SE 016 513
Barringer, Tom
Rain, Rocks, Rockets and Reactions, Science (Experimental): 5334.04.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—26p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Instruction, Instructional Materials, Objectives, *Physical Sciences, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program
This unit of instruction was designed for terminal science students whose interest and background in science are extremely limited. The course is presented through activity-centered study, and consists of selected topics in physical science including household chemistry, weather, geology and space science. The booklet lists the relevant state-adopted texts and states the performance objectives for the unit. It provides an outline of the course content and recommends suitable reference books. Fifty-four activities are described under the topic headings of rain, rocks, rockets and reactions. Each activity is related to specific performance objectives, references, and appropriate films available from the Dade County Audiovisual Center. (JR)

ED 079 137 SE 016 514
McCarthy, Nancy
What Makes Man Go?, Science (Experimental): 5334.01.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—18p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Biology, Instruction, Instructional Materials, Objectives, Resource Materials, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program
This unit of instruction was designed for the terminal science student who does not read well or who has been unsuccessful in previously attempted science courses. The course is composed of a series of suggested activities selected to give the student a brief experience in human biology. No attempt has been made to develop the topics in depth. The booklet lists the relevant state-adopted texts, suggests other references, and states the performance objectives for the unit. It provides an outline of the course content, makes suggestions for the implementation of the course, and provides a sample work sheet. Fifty-five student activities are described and related to specific performance objectives, references, and appropriate films available from the Dade County Audiovisual Center. (JR)

ED 079 138 SE 016 515
Kleinman, David Z.
Animals from the Outside In, Science (Experimental): 5314.01.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—22p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, *Curriculum Guides, Instructional Improvement, *Instructional Innovation, Resource Materials, Science Education, *Secondary School Science, Student Centered Curriculum, *Zoology
Identifiers—*Quinmester Program
Presented is an outline of a basic course (low level) in biology for students whose interest and background are very limited. The study and dissection of earthworm, crayfish, perch, and bird are included. A detailed study of the frog is undertaken as a representative of the animal kingdom. Performance objectives are presented, as well as a course outline based on a phylogenetic approach to the zoology course. A master sheet lists the objectives by number and itemizes the various texts involved with specific chapters noted. Laboratory activities, demonstrations, projects, suggested reports, field trips, films and film loops, as well as other curriculum events corresponding to each objective are included. Suggested innovative activities and additional references are also provided. (EB)

ED 079 139 SE 016 516
Adams, Joseph P.
Life in the Past - Biogeography, Science (Experimental): 5314.16.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—20p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, Curriculum, Earth Science, *Ecology, *Evolution, Genetics, *Geology, Science Education, Secondary School Science
Identifiers—*Quinmester Program
This biogeography module is designed for students wishing to study evolutionary interrelationships with the physical environment. Topics studied include various aspects of historical biogeography and evolution. Categories included are: (1) barriers to the dispersal or organisms, (2) the zoogeographic regions, (3) genetic change, (4) selection, and (5) the history of life. This course is suggested for students planning to major in biology or become professional biologists. The performance objectives are listed, the course outline presented and the entire curriculum presented. At the conclusion of the module it is hoped that the student will be able to discuss critically the future of man as a highly evolved species. (EB)

ED 079 140 SE 016 517
Cunn, William C.
Microbiology, Science (Experimental): 5314.17.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—17p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, *Curriculum Guides, Instructional Improvement, *Instructional Innovation, Instructional Materials, *Microbiology, Science Education, *Secondary School Science
Identifiers—*Quinmester Program
Presented is a course outline for the study of microorganisms, what they are, and how they solve the two basic problems of life - staying alive and reproducing. Much emphasis is placed on the physiological activities of bacteria. The course is designed for the average student in biology and could be used as a first course in biology. Experi-

ments suggested are taken from three versions of the Biological Sciences Curriculum Study (BSCS) courses and the BSCS Laboratory Block, "-Microbes, Their Growth, Nutrition and Interaction." The performance objectives are listed, the course outline presented and the entire curriculum suggested. A variety of laboratory activities are suggested at many levels of sophistication. The author suggests the course be used involving a variety of teaching strategies. (EB)

ED 079 141 SE 016 518
Kleinman, David Z.
Your World and Welcome To It, Science (Experimental): 5314.03.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—23p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biology, Curriculum, Ecology, *Environmental Education, Instructional Materials, *Pollution, Resource Materials, Science Activities, Science Education, *Secondary School Science
Identifiers—*Quinmester Program
Presented is a beginning course in biology with emphasis on ecology for students with limited interest and few experiences in science. These students most likely will not take many more science courses. Included are the basic ecological concepts of communities, population, societies and the effects humans have on the environment. Like all other modules in the Quinmester Program, the performance objectives are listed and the course outline presented. The ecological study focuses on the flora and fauna found in South Florida. Main topics include: (1) Plant and Animal Populations and Communities, (2) Food Webs and Pollution, and (3) Prospects for the Future. The latter is based on the effects of increased population in South Florida. (EB)

ED 079 142 SE 016 520
Situation Report--Antigua, Dominican Republic, Grenada, Guatemala, Honduras, Philippines, Ryukyu Islands, St. Lucia, and St. Vincent.
International Planned Parenthood Federation, London (England).
Pub Date May 73
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data
Data relating to population and family planning in nine foreign countries are presented in these situation reports. Countries included are: Antigua, Dominican Republic, Grenada, Guatemala, Honduras, Philippines, Ryukyu Islands (Okinawa), St. Lucia, and St. Vincent. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, training opportunities for individuals, families, and medical personnel, research and evaluation, program plans, government programs, and related supporting organizations. Bibliographic sources are given. (BL)

ED 079 143 SE 016 531
National Clearinghouse for Drug Abuse Information Report Series, Series 13, No. 1.
National Inst. of Mental Health, Rockville, Md. National Clearinghouse for Drug Abuse Information.
Pub Date Apr 73
Note--12p.
Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Drug Abuse, *Drug Education, Medical Treatment, *Narcotics, *National Programs, Program Descriptions, Reports, *Systems Approach
Identifiers—*Great Britain, Research Reports
Concerned with clarifying some of the more complex issues in drug abuse, the National Clearinghouse for Drug Abuse Information has prepared this special report on the British narcotics system. Underlying the British approach is the belief that narcotic dependence is a medical problem to be treated by medical professionals rather than a criminal problem to be handled by law enforcement agents. The history of British narcotics treatment policies may be divided into three periods: The Rolleston Committee (1924), Convening of the First Brain Committee (1958), and Convening of the Second Brain Committee (1964). Operation of a new "system" following the 1964 conference is described and evaluated, one which utilizes only specially designated doctors in clinics to treat addicts by employing heroin, methadone or encouraging withdrawal. Legal aspects of the situation, together with opinions of authorities in the field, are also expressed. Bibliographic references are listed. (BL)

ED 079 144 SE 016 532
National Clearinghouse for Drug Abuse Information Report Series, Series 14, No. 1.
National Inst. of Mental Health, Rockville, Md. National Clearinghouse for Drug Abuse Information.
Pub Date Apr 73
Note—12p.
Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Chemistry, Drug Abuse, *Drug Education, Narcotics, *Reports, *Research, Social Sciences, *Stimulants
Identifiers—*Phencyclidine (PCP), Research Reports
Concerned with clarifying some of the more complex issues in drug abuse, the National Clearinghouse for Drug Abuse Information has prepared this special report on phencyclidine (PCP). Background information is provided through a summary of its history, legal status, and the opinions of authorities in the field. Significant research on the subject is presented together with major findings on various aspects of the problem. The pharmacology, chemistry, clinical effects (physiological, psychological, and behavioral), treatment, and patterns of use of the drug are dealt with. Bibliographic references are also listed. (BL)

ED 079 145 SE 016 533
National Clearinghouse for Drug Abuse Information Report Series, Series 15, No. 1.
National Inst. of Mental Health, Rockville, Md. National Clearinghouse for Drug Abuse Information.
Pub Date May 73
Note—16p.
Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Chemistry, Drug Abuse, *Drug Education, Narcotics, *Reports, *Research, Social Sciences, *Stimulants
Identifiers—*Mescaline, Research Reports
Concerned with clarifying some of the more complex issues in drug abuse, the National Clearinghouse for Drug Abuse Information has prepared this special report on mescaline. Background information is provided through a summary of its history, legal status, and the opinions of authorities in the field. Significant research on the subject is presented together with major findings on various aspects of the problem. The pharmacology, chemistry, clinical effects (physiological, psychological, and behavioral), treatment, and patterns of use of the drug are dealt with. Bibliographic references are also listed. (BL)

ED 079 146 SE 016 534
National Clearinghouse for Drug Abuse Information Report Series, Series 16, No. 1.
National Inst. of Mental Health, Rockville, Md. National Clearinghouse for Drug Abuse Information.
Pub Date May 73
Note—15p.
Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Chemistry, Drug Abuse, *Drug Education, Narcotics, *Reports, *Research, Social Sciences, *Stimulants
Identifiers—*Psilocybin, Research Reports
Concerned with clarifying some of the more complex issues in drug abuse, the National Clearinghouse for Drug Abuse Information has prepared this special report on psilocybin. Background information is provided through a summary of its history, legal status, and the opinions of authorities in the field. Significant research on the subject is presented together with major findings on various aspects of the problem. The pharmacology, chemistry, clinical effects (physiological, psychological, and behavioral), treatment, and patterns of use of the drug are dealt with. Bibliographic references are also listed. (BL)

ED 079 147 SE 016 535
Warpinski, Robert
A Supplementary Program for Environmental Education, Art, Grade K-3.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art, Behavioral Objectives, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Primary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades K-3 are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 148 SE 016 536
Warpinski, Robert
A Supplementary Program for Environmental Education, Art, Grade 4-6.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art, Behavioral Objectives, *Elementary Grades, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades four through six are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 149 SE 016 537
Warpinski, Robert
A Supplementary Program for Environmental Education, Art, Grade 7-9.
Project I-C-E, Green Bay, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art, Behavioral Objectives, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades seven through nine are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 150 SE 016 538
Warpinski, Robert
A Supplementary Program for Environmental Education, Art, Grade 10-12.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art, Behavioral Objectives, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating art (drawing, painting, graphics, photography, and commercial art) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 151 SE 016 539
Warpinski, Robert
A Supplementary Program for Environmental Education, Business Education, Grade 9-12.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—124p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, *Business Education, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades 9-12 are lesson plans and ideas for integrating business education (general business, typing, shorthand, clerical and secretarial practice, and bookkeeping) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 152 SE 016 540
Warpinski, Robert
A Supplementary Program for Environmental Education, Home Economics, Beginning, Intermediate, Advanced.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—111p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, *Environmental Education, Fundamental Concepts, Home Economics, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for beginning, intermediate, and advanced grades are lesson plans and ideas for integrating home economics (family living, child development, family consumer economics, family housing and interiors, family foods and nutrition, and family clothing and textiles) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 153 SE 016 541
Warpinski, Robert
A Supplementary Program for Environmental Education, Industrial Arts, Grade 7-12.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Environmental Education, Fundamental Concepts, *Industrial Arts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades 7-12 are lesson plans and ideas for integrating industrial arts (drafting, woodworking, and metals) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 154 SE 016 542
Warpinski, Robert
A Supplementary Program for Environmental Education, Industrial Arts, Grade 9-12.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Environmental Education, Fundamental Concepts, *Industrial Arts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades 7-12 are lessons plans and ideas for integrating industrial arts (power mechanics, graphic arts, plastics, and electricity/electronics) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 155 SE 016 543
Warpinski, Robert
A Supplementary Program for Environmental Education, Mathematics, Grade K-1.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Mathematics, *Primary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in these teacher's guides for grades K-1 are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 156 SE 016 544
Warpinski, Robert
A Supplementary Program for Environmental Education, Mathematics, Grade 2-4.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—86p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Elementary Grades, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Mathematics, *Teaching Guides
Identifiers—ESEA Title III
Presented in these teacher's guides for grades two through four are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 157 SE 016 545
Warpinski, Robert
A Supplementary Program for Environmental Education, Mathematics, Grade 5-6.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Elementary Grades, *Environmental Education, Fundamental Concepts, Grade 5, Grade 6, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Mathematics, *Teaching Guides
Identifiers—ESEA Title III
Presented in these teacher's guides for grades five and six are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 158 SE 016 546
Warpinski, Robert
A Supplementary Program for Environmental Education, Mathematics, Grade 7-8.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Environmental Education, Fundamental Concepts, Grade 7, Grade 8, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Mathematics, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in these teacher's guides for grades seven and eight are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 159 SE 016 547
Warpinski, Robert
A Supplementary Program for Environmental Education, Mathematics, Grade 10-12.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Mathematics, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating mathematics and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 160 SE 016 548
Warpinski, Robert
A Supplementary Program for Environmental Education, Music, Grade 1-6.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Elementary Grades, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Music, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades one through six are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 161 SE 016 549
Warpinski, Robert
A Supplementary Program for Environmental Education, Music, Grade 7-9.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Music, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades seven through nine are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 162 SE 016 550
Warpinski, Robert
A Supplementary Program for Environmental Education, Music, High School.
Project I-C-E, Green Bay, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Environmental Education, Fundamental Concepts, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, *Music, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III
Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079 163 SE 016 574
Dalton, LeRoy C., Ed. Snyder, Henry D., Ed.
Topics for Mathematics Clubs.
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 73
Note—106p.
Available from—NCTM, 1906 Association Drive, Reston, Virginia 22091 (No price quoted)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Algebra, *Enrichment Activities, Geometric Concepts, Instruction, *Mathematical Enrichment, Mathematics, Mathematics Education, Number Concepts, *Resource Materials, *Secondary School Mathematics, Topology
The ten chapters in this booklet cover topics not ordinarily discussed in the classroom: Fibonacci sequences, projective geometry, groups, infinity and transfinite numbers, Pascal's Triangle, topology, experiments with natural numbers, non-Euclidean geometries, Boolean algebras, and the imaginary and the infinite in

geometry. Each chapter is written as a collection of related subtopics, and each includes a bibliography of references and further readings. (DT)

ED 079 164 SE 016 581
Research Teaching and Training in Demography. A Directory of Institutions in the ECAFE Region.
United Nations Economic Commission for Asia and the Far East, Bangkok (Thailand).
Pub Date 72
Note—453p.; Asian Population Studies Series No. 8
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Curriculum, *Demography, *Directories, *Foreign Countries, *Institutions, *Population Education, Professional Personnel, Research, Teaching, Training
Identifiers—Asia, Far East
This comprehensive directory of research, teaching and training institutions in demography in the region of the Economic Commission for Asia and the Far East (ECAFE) represents the fulfillment of a major recommendation of the First Asian Population Conference of 1963. It shows existing diversity of institutions in 20 countries, facilitating direct contacts between staff and helping planners and policy-makers utilize and develop research. Classified alphabetically by country, each institution (210 total) lists its name, address, person in charge and official title, first year of research/teaching in demography, professional staff, research projects, curricula, and publications. Entries for professional staff include the person's sex, year of birth, subject profession, main courses taught, mother tongue, and other languages known. Research projects define project title, director(s), date of completion, aim and area of research. Works published as direct products of the research follow each project. Notes for curricula indicate the existence of an international exchange program or desire to establish one, language(s) used for teaching demography, entrance requirements, diploma offered, and courses of demographic interest together with their estimated number of hours. Appended material compiles sample questionnaires and indexes to institutions, areas of research, and people covered. (BL)

SO

ED 079 165 SO 005 040
Swartz, Robert D. And Others
Metropolitan America: Geographic Perspectives and Teaching Strategies.
National Council for Geographic Education.
Pub Date 72
Note—420p.
Available from—National Council for Geographic Education, 115 Marion Street, Oak Park, Illinois 61701 ($6.75, paper; $8.75, cloth; orders under $15 must be prepaid)
Document Not Available from EDRS.
Descriptors—City Problems, Conference Reports, *Environmental Education, *Geographic Concepts, Geography Instruction, Guidelines, *Human Geography, Instructional Materials, Learning Activities, Metropolitan Areas, Secondary Grades, *Social Studies, Social Studies Units, Teaching Techniques, Urban Environment, *Urban Studies, Yearbooks
Identifiers—*Detroit
This volume is a collection of papers by participants in the 1970 Annual Meeting of the National Council for Geographic Education. The presentations are an amplification of the substantive material on Metropolitan America presented at the Detroit meeting by lecturers and field trip leaders and include newly developed teaching materials on the geography of Metropolitan America. Organized in three parts, the first section presents background material on the city of Detroit. Part II is a selection of investigations into specific problems of metropolitan Detroit. A set of eleven teaching units designed to involve students in the inquiry into urban issues comprises the final section. (SHM)

ED 079 166 SO 005 313
Fraser, Stewart E. Kuang-liang, Hsu
China: The Cultural Revolution: Its Aftermath and Effects on Education and Society: A Select and Partially Annotated Bibliography. Education Library Bulletin. Supplement Sixteen.
George Peabody Coll. for Teachers, Nashville, Tenn. Peabody International Center.; London Univ. (England). Inst. of Education.
Pub Date 72
Note—104p.
Available from—University of London, Institute of Education, Library, 11-13 Ridgmount Street, London, W.C. 1 (1.50 pound)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Chinese Culture, *Comparative Education, Educational Change, Reference Books, *Revolution, *Social Change
Citation of books, monographs, periodical articles, and unpublished materials dating from 1966 through 1971 are included in this annotated bibliography focusing on the effect that the Chinese Cultural Revolution had on education and society. The scope of the work is broad, covering political, economic, social, historical, and military aspects of the revolution upon China. Although the materials are derived from English and Chinese language sources, as well as from Japanese, French, German and Italian publications, the majority of references are available in English language publications. References are made to a variety of bibliographies, biographical dictionaries, yearbooks, terminology dictionaries and similar standard reference works. A brief introduction precedes the major work and provides lists of sources for current research on Communist Chinese education in the four geographical research areas of Hong Kong, B.C.C., Republic of China (Taiwan), The United States, and the People's Republic of China. Arrangement is by type of materials: Books and Monographs; Periodical Articles; and Unpublished Materials. Author entries are arranged alphabetically within each section. A related document is ED 068 411. (SJM)

ED 079 167 SO 005 557
Anderson, Randall C.
Current Trends in Secondary School Social Studies.
Professional Educators Publications, Inc., Lincoln, Nebr.
Pub Date 72
Note—114p.
Available from—Cliffs Notes, Inc., Box 80728, Lincoln, Nebraska 68501 ($1.75)
Document Not Available from EDRS.
Descriptors—Books, *Curriculum Development, Curriculum Planning, *Educational Trends, Futures (of Society), Higher Education, Instructional Improvement, Interdisciplinary Approach, International Education, Methods Courses, *Professional Education, Reading Materials, Secondary Grades, Social Problems, *Social Studies, Teacher Education, Teaching Methods, Teaching Techniques
Part of a series of publications concerning professional education, this book centers upon the social studies as a major component of the secondary school program and is designed for use in secondary social studies methods courses at both the undergraduate and graduate level. The changing rationale for social studies instruction and the recent methodological instructional changes are discussed. The substantive portion of the book attempts to reflect the more futuristic thinking in social studies curriculum planning--that of designing a curriculum which incorporates the study of major interdisciplinary themes, contemporary domestic and international issues which involve the human and social condition. (Author/SHM)

ED 079 168 SO 005 650
Comprehensive Musicianship: An Anthology of Evolving Thought.
Music Educators National Conference, Washington, D.C. Contemporary Music Project.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 71
Note—119p.
Available from—Contemporary Music Project/Music Educators National Conference, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.50)
Document Not Available from EDRS.
Descriptors—Cultural Activities, Curriculum Development, Educational Experiments, Educational Philosophy, *Educational Programs, Educational Theories, Historical Reviews, *Music Education, Musicians, Music Theory, *Pilot Projects, Secondary Grades
Identifiers—*Contemporary Music Project
This anthology of articles and speeches by associates of the Contemporary Music Project traces the development of the theory of comprehensive musicianship during the first ten years (1959-1969) of the Project activities, providing a history of the program. Part I details the initial music education program--the Young Composers Project through which thirty-one composers were placed in secondary public school systems throughout the United States. Curriculular experiments and new theories of musicianship are described in Part II. Appendices publications of the Contemporary Music Project. (SHM)

ED 079 169 SO 005 651
Comprehensive Musicianship: The Foundation for College Education in Music.
Music Educators National Conference, Washington, D.C. Contemporary Music Project.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 65
Note—88p.
Available from—Contemporary Music Project/Music Educators National Conference, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.50)
Document Not Available from EDRS.
Descriptors—Conference Reports, Curriculum Development, Educational Improvement, Educational Philosophy, *Educational Programs, Educational Theories, Learning Theories, Musical Composition, *Music Education, Musicians, Music Techniques, Music Theory, *Pilot Projects, Skill Development, Teacher Education, Teaching Techniques
Identifiers—*Contemporary Music Project
This seminar report prepared by representatives of various disciplines provides general information about the Contemporary Music Project for Creativity in Music Education. Background in the development of the Project is given and the organization of the evaluative seminar is described. Recommendations of the three participating groups center on suggestions for improvement of teaching compositional processes, writing skills, musical analysis, aural skills, history, literature, and performance skills. Five position papers are included in the text of the report: The Role of Programmed Instruction in the Development of Musical Skills; The Role of the Study of Music Theory in the Development of Musical Understanding; The Philosophy of Music Education--Present and Future and Learning Theory and Music Teaching; The Role of Music History and Literature in the Development of Musical Understanding; and Current Trends in Curriculum and Instruction. (SHM)

ED 079 170 SO 005 703
Van Scotter, Richard D. Haas, John D.
Measuring the "Unmeasurable": An Inquiry Model and Test for the Social Studies.
Pub Date Nov 72
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, Affective Tests, Creative Thinking, Critical Thinking, Divergent Thinking, *Inquiry Training, *Learning Processes, *Models, Problem Solving, Social Sciences, *Social Studies, *Teaching Models, Thought Processes
New social studies materials are based on inquiry modes of learning and teaching; however, little is known as to what students actually learn from an inquiry model (except for cognitive knowledge). An inquiry model and test to measure the "unmeasurable" in the social studies--namely, a student's ability to use the scientific process, attitudes toward knowledge, and willingness to analyze personal and social values--are presented in this paper. Inquiry as a method of learning includes four types of thinking: 1) social sciencing; 2) critical; 3) intuitive; and 4) creative. In addition, inquiry learning hinges on the attitudinal factor of the student's degree of open- or closed-mindedness. As a teaching paradigm, an inquiry approach can play on the internal or external motivation of the learner. The genuine inquiry approach (open-beginning and open-ended) enhances internal motivation. Inquiry in this model is composed of three higher order factors: 1) source of motivation, 2) type of thinking, and 3) mind set--a degree of open mindedness. A continuum for reflective inquiry extends from cognition to affect, emphasizing its holistic or organismic nature. This model served as the basis for devising an instrument which

measured the four types of inquiry thinking. Determination of external and internal motivation, however, still remains "unmeasurable." (Author/SJM)

ED 079 171 SO 005 800

Tolliver, Lennie-Marie P.

Explorations Into Variations On a Theme: Minorities and the Core Dimensions of Practicum Instruction in Social Work Education. Social Work Education for Economically Disadvantaged Groups in Texas.

Consortium of Texas Schools of Social Work, Austin.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 72

Note—21p.; Prepared for presentation at "Core Curricular Dimensions" Workshop, Austin, Texas, April 24-25, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cultural Education, *Curriculum Development, Curriculum Evaluation, Curriculum Planning, Curriculum Problems, Curriculum Study Centers, *Disadvantaged Groups, Economic Disadvantagement, *Educational Programs, Higher Education, *Minority Groups, Models, Projects, Social Problems, *Social Work, Speeches, Teaching Programs, Workshops

Identifiers—*Texas

The lack of representation of minority group members in social work education and the profession has been a salient issue in recent years. A project designed to alleviate this lack and to develop social work curriculum relevant to the minority community and minority group experiences stemmed from the creation of a Consortium of Texas schools of social work. This paper, one of a series of presentations made at social work curriculum workshops at each consortium school, highlights problems and issues involved in infusing minority content into the curriculum. The author discusses the need for curriculum change and suggests new directions for core content to be included in social work curriculum. A related document is SO 005 801. (Author/SHM)

ED 079 172 SO 005 810

Shapiro, Michael J.

A Theory of Racial Attitudes.

Pub Date 6 Feb 71

Note—25p.; Prepared for presentation at "Political Theory and Social Education" Conference, Michigan State University, February 5-6, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Science Research, Black Power, *Cognitive Processes, Ethnic Relations, Ethnic Status, Group Status, Personal Values, Political Power, *Race Relations, *Racial Attitudes, Research Methodology, Social Status, *Social Values, Speeches, *Status, Theories

Identifiers—White Backlash

The author develops a theoretical framework to examine alternative explanations of an aspect of ethnic relations. He considers Negro equality in terms of the social and political structure which makes black/white hostility possible, judging that this structure might indicate an area for change rather than simply defining a state of being. The key factor in this framework is the feeling of social, political competence of an individual or a group as influenced by considerations of personal status. The consequence of loss or lack of status among a large group might be a political, social movement such as White backlash. Using a general theory of the cognitive basis of attitudes, the author derives a statement about White attitudes toward Black equality that takes into account both society-influenced status rivalry attitudes and personal social distance attitudes. By illustrating the theoretical thought processes necessary for determining the methodology, he emphasizes the importance of the values and attitudes that the investigator brings to his topic. (JH)

ED 079 173 SO 005 829

Ashton, David M.

Design of an Educational Environment with a Computer-Controlled Organ.

Intermountain Regional Medical Program, Salt Lake City, Utah.

Pub Date [73]

Note—2p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, *Computer Based Laboratories, *Computer Graphics, *Developmental Programs, Educational Technology, Elementary Education, Musical Composition, Musical Instruments, *Music Education, Music Facilities, Music Techniques, Music Theory

The primary objective of this project was to design a responsive environment using a computer-controlled organ for children to learn music principles. Three secondary objectives set in the development of this environment were to create the means for: 1) entering, storing, and replaying complex music; 2) viewing the time-space relationships inherent in music; 3) controlling and manipulating music. A computer-controlled electronic concert organ was programmed to enable a wide variety of musical composition manipulation from changing key to synthesizing musical parts. Line drawings on a graphics scope displayed music information that could be redrawn at will. Music manipulation was accomplished with keyboard, computer terminal, and lightpen buttons. Response from 13 children ages 4-12 and a few adults was very favorable--the graphics scope being especially successful for grasping correlation of parts of a score. The developmental basis of the system shows great potential for generating data to compare with data gathered from traditional teaching methods. (JH)

ED 079 174 SO 005 830

Merwin, William C.

The Use of Competency-Based Modules in Training Social Studies Teachers.

Pub Date Mar 73

Note—19p.; Paper presented to the Annual Meeting, American Educational Research Association (New Orleans, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Autoinstructional Aids, Bibliographic Citations, Cognitive Development, Educational Research, Evaluation, *Instructional Improvement, Methods Courses, Professional Training, *Questioning Techniques, Secondary Grades, *Social Studies, Speeches, *Teacher Education, Teaching Methods, Teaching Techniques, Testing

Identifiers—*American Educational Research Association

The purpose of this study was to investigate the effectiveness of a series of self-instructional modules (SIMs) for training secondary-level social studies teacher-trainees to develop and ask higher-level questions. Forty subjects enrolled for social studies methods courses were blocked on pre-test scores and randomly assigned to treatment groups. The experimental group treatment consisted of using only four SIMs for six weeks. Three control group instructors employed conventional classroom instructional techniques. The data indicate that the experimental group achieved significantly higher achievement test scores and student teaching performance ratings. Additionally, the experimental group expressed favorable attitudes toward the use of the SIMs. Based on this data, the use of SIMs appears to be superior to more conventional instructional methods for developing concepts and skills essential to instruction for higher cognitive processes. (Author)

ED 079 175 SO 005 831

Ehman, Lee H.

Teaching Behavior Patterns and Personal Teacher Attributes Related to Success and Failure in Specific Social Studies Teaching Tasks.

Pub Date 1 Mar 73

Note—17p.; Paper presented at annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographic Citations, *Educational Research, Microteaching, Models, Research Projects, Secondary Grades, *Social Studies, Speeches, Student Reaction, *Student Teacher Relationship, *Teacher Behavior, *Teacher Characteristics, Teaching Techniques

Identifiers—*American Educational Research Association

This paper examines the relationships between both low- and high-inference teaching process variables and success in specific teaching tasks performed in a laboratory setting. Two minor objectives are also included: teacher characteristics are related to success in the teaching tasks, and the relationships between low- and high-inference teaching process variables are analyzed. The intermediate effects, overt pupil responses and covert pupil responses, are used as criteria of teaching success in this process-product study. The research method is detailed and the findings of the study are summarized in tabular form. (Author/SHM)

ED 079 176 SO 005 833

Hepburn, Mary A. Templeton, Ronald K.

Social Studies Curriculum: Pressures, Problems and Prospects.

MSS Information Corp., New York, N.Y.

Pub Date 73

Note—329p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 ($8.75)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Change, Futures (of Society), Higher Education, Instructional Materials, Public Schools, *Social Studies, *Teacher Education

This book of readings, compiled for use in college level courses, provides for students a base of information about social studies curriculum. The first section deals with varied criticisms of public school organization. Section Two provides an historical perspective and an examination of what has been happening in social studies education in the last decade. Section Three deals with the means of curricular change and the problems of implementing curriculum reform in public schools. The final selection of readings in Section Four is an attempt to define current problems in education which may influence the curriculum of the future. (Author/SHM)

ED 079 177 SO 005 838

The River Basin Model: Computer Output. Water Pollution Control Research Series.

Envirometrics, Inc., Washington, D.C.; Environmental Protection Agency, Washington, D. C. Office of Research and Monitoring.

Report No—R-16110-FRU-12-71-12

Pub Date Dec 71

Note—253p.

Available from—Government Printing Office, Public Documents Department, Washington, D.C. 20402 (Order number EP1.16:16110FRU12/71-1; $1.00)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Computer Graphics, *Computer Oriented Programs, Economic Factors, Electronic Data Processing, *Environmental Education, Government Role, Models, *Research Projects, Simulated Environment, *Simulation, Social Factors, *Water Pollution Control

This research report is part of the Water Pollution Control Research Series which describes the results and progress in the control and abatement of pollution in our nation's waters. The River Basin Model described is a computer-assisted decision-making tool in which a number of computer programs simulate major processes related to water use that take place within a geographical boundary. These processes include migration, housing selection, employment, transportation, shopping patterns, the allocation of leisure time, and water quality determination. Users of the model provide inputs to these programs on behalf of business activities in the economic sector, groups of people or population units in the social sector, and government departments in the government sector. This document includes printed computer outputs (maps showing characteristics of the region which differ geographically, summaries which present information in capsulated form, and detailed information from which the summaries are derived) which provide a yearly report of the status of the simulation and of interactions within the region during the previous year. (SHM)

ED 079 178 SO 005 839

Ojansuu, Raila, Ed.

Comprehensive School in Finland. Goals and an Outline for a Curriculum.

Ministry of Education, Helsinki (Finland).

Pub Date 71

Note—123p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Comparative Education, *Comprehensive Programs, *Curriculum Development, Curriculum Planning, *Educational Ob-

jectives, Educational Philosophy, Elementary Grades, Foreign Countries, Integrated Curriculum, Intermediate Grades, Program Evaluation, Secondary Grades
Identifiers—Educational Systems, *Finland
This publication contains two chapters of the final report of the Curriculum Committee published in 1970 as an evaluation of goals and curriculum of the comprehensive school in Finland. The comprehensive school aims at providing the children with material and stimuli that favor a positive personality development. The major domains of an integrated curriculum are defined: (1) educational aspects of human biology; (2) cognitive education; (3) ethical and social education; (4) religious education; (5) aesthetic education; (6) development of practical skills; and (7) supporting personality integration and maintaining mental health. (SHM)

ED 079 179 SO 005 841
Desirability of Adopting an International Instrument on Education for International Understanding, Co-operation and Peace.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 7 Aug 72
Note—27p.; Unesco General Conference, Seventeenth Session, Paris, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, Cooperative Programs, Developed Nations, Developing Nations, *Educational Objectives, *Educational Programs, *International Education, International Organizations, *International Programs, Peace, *Program Planning, Program Proposals, World Affairs
Identifiers—International Cooperation
Having examined the preliminary study of the legal and technical aspects of International regulations in education for international understanding, cooperation, and peace, the Executive Board of Unesco decided to include this question in the Provisional Agenda of the seventeenth session of the General Conference, Paris, 1972. The text of that decision is found in this document. Annex One gives a summary of the relevant discussions and Annex Two reproduces the study. Examined were: 1) the historical background of international education efforts; 2) definitions and content of education for international understanding, cooperation and peace; 3) the present position of education in member states; and 4) the feasibility and advisability of formulating new standards. Attached as Appendix I is a recommendation concerning the direction of school programs towards international peace and security (drafted in 1949 and submitted to the General Conference at its sixth session, in 1951). Appendix II presents some definitions of education for international understanding. (JMB)

ED 079 180 SO 005 852
Leino, Anna-Liisa
English School Achievements and Some Student Characteristics I. On the Relationship of Personality and Intelligence Variables to English School Achievements.
Helsinki Univ. (Finland). Inst. of Education.
Report No—RB-33
Pub Date Oct 72
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Bibliographic Citations, *Educational Research, *English Instruction, Field Studies, Grade 7, *Intelligence Factors, Language Instruction, Literature Reviews, Models, *Personality Assessment, Research Projects, Secondary Grades, *Second Language Learning
Identifiers—*Finland
This research study deals with the relationships of personality and intelligence to English school achievements in the seventh grade of Finnish secondary school. Emphasis is placed upon student factors in learning and teaching a foreign language, particularly upon those student variables which the teacher can influence. A literature review summarizes previous studies of personality and foreign language learning and previous studies of intelligence and foreign language learning. The purposes of the exploratory field study are described: to discover significant variables in the field situation; identify relationships between variables; and, lay a foundation for more systematic testing of related hypotheses. Results of the study and analysis of the data are supportive to these goals. (SHM)

ED 079 181 SO 005 853
Martikainen, Marja
Investigations into the Instructional Process: VII. Non-Verbal Behavior in Group Work Observational Technique and Typology of Pupils' Work.
Helsinki Univ. (Finland). Inst. of Education.
Report No—RB-32
Pub Date Sep 72
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Associative Learning, *Behavioral Science Research, Behavior Patterns, Case Studies (Education), *Classroom Observation Techniques, Data Analysis, Educational Research, Grade 3, Group Behavior, Instructional Programs, *Interaction Process Analysis, Intergroup Relations, Learning Characteristics, *Nonverbal Communication, *Student Behavior, Study Habits, Typology
Identifiers—*Finland
Videotaped group work lessons of an elementary school third grade class provide material for study of the non-verbal aspect of group behavior. A system of activity categories is developed and a typology of pupils' working methods in group study distinguishes types and characteristic forms of activity. The following activity categories are used in the case study: (1) Independent activity on own initiative, (2) Collaboration, (3) Helpful activity, (4) Attention to task, (5) Search for knowledge, (6) Passive activity, and (7) Disturbed activity. Five dimensions which reflect a working type are noted: Independent, Solidarity, Work-centered, Passive, and Disturbed. Results of the study are analyzed and presented in graphic form. It is found that the development of categories succeeded in terms of reliability and non-ambiguity, although validity was not established. (SHM)

ED 079 182 SO 005 854
Murphy, Dennis T.
A Developmental Study of the Criteria Used by Children to Justify their Affective Response to Arts Experiences.
Pub Date 28 Feb 73
Note—42p.; Presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 28, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aesthetic Education, Affective Behavior, *Art Appreciation, Art Education, Child Language, Cognitive Development, Educational Experience, *Educational Research, Intermediate Grades, Kindergarten, Music Education, Primary Grades, Response Mode, Secondary Grades, Sensory Experience, Speeches, Student Reaction, *Verbal Communication, Verbal Development, *Visual Literacy
Identifiers—*American Educational Research Association
An empirical study of the way children talk about art experiences is described and the meaning of this talk in terms of the cognition it represents is investigated. The criteria serving as the basis for creation of content analysis categories are subject matter, sensory elements, formal properties, technical competence, expressive elements, general perceptual interest, extra aesthetic function, and communication. Responses from a sample of students from grades kindergarten through twelve rollowing attendance at an opera performance and following viewing a slide reproduction of an oil painting were obtained by means of questionnaires or structured interviews. Results of the analysis of data serve as guidelines for educators, increasing knowledge about capabilities of groups of children within broad age classification to respond to the arts. (SHM)

ED 079 183 SO 005 855
Holtzman, Wayne H.
Cross-Cultural and Longitudinal Comparisons of Cognitive, Perceptual and Personality Measures in Mexico and the United States.
Pub Date 25 Feb 73
Note—14p.; Paper presented at the American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Development, *Comparative Analysis, *Cross Cultural Studies, Cultural Background, Cultural Differences, Cultural Education, *Cultural Factors, Culture Free Tests, Educational Research, Family Influence, *Individual Development, Latin American Culture, Mexicans, *Personality Development, Spanish Culture, Speeches
Identifiers—American Educational Research Association, *Mexico
Insight can be gained into the role of specified cultural variables in human development if care is taken in a study to include subcultural variations which can be matched cross-bulturally, to employ well-trained native examiners who have been calibrated cross-culturally, to use techniques which can be defended, and to involve the close and continual collaboration of investigators sensitive to the above issues. This paper reports findings from six years of repeated testing of children from Texas and Mexico, who were selected to represent a broad range of working-class, business, and professional families. A complex analysis-of-variance design was constructed with five main factors: 1) socioeconomic status; 2) sex; 3) age group when tested initially; and 5) year of repeated testing or trial. The main effects for culture proved highly significant, revealing important differences in developmental trends for the entire age span of 6-17 years in Mexican and American children. This study reports only highlights of a much larger research program involving hundreds of children and their families. Additional studies are aimed at gaining greater insight into the complex relationships between cognitive, perceptual and personality measures on the one hand and family life-style, home environment and school performance variables as these aspects of personality development change over time in the two cultures. (JMB)

ED 079 184 SO 005 888
Gnagey, William J. Girmscheid, David
Laboratory Team Leaders in a General Psychology Class.
Illinois State Univ., Normal. Dept. of Psychology.
Pub Date 73
Note—17p.; Presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 28, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, Higher Education, Laboratories, Leadership Qualities, *Learning Laboratories, *Psychology, Speeches, *Student Leadership, *Teamwork
Identifiers—*American Educational Research Association
This study is concerned with the effect of involving small groups in team research work in a large psychology class at Illinois State University. Phase I (fall) dealt with developing, organizing, and evaluating a lab team method and sought to have students actively participate in discussion of study questions and in team research by combining a small interaction group approach one day a week with the traditional large lecture twice a week. Based on the results of the fall semester, Phase II (spring) incorporated several stated changes in the course and emphasized an improved lab team method. Phase II data offered the opportunity to explore the kind of students elected as team leaders and the relationship of team and leader variables to the students' final rating of their laboratory team experience. Course achievement, leader power, group cohesion, individual team members' contributions, course ratings, and lab team aspects were measured by various quizzes; exams; sociograms; and rating scales. Findings indicate that lab teams tend to elect female leaders who are relatively high achievers in psychology. School level or previous high school psychology had no effect on the selection of leaders. Three variables seemed to be positively correlated with group ratings of their team experience: the leader's final exam score, the team cohesion ratio, and the final evaluation of the whole course. (SJM)

ED 079 185 SO 005 899
Social Studies: Grade 12: Advanced Economics (One Semester).
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 66
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Concept Formation, *Curriculum Development, Curriculum Planning, *Economic Education, Educational Objectives, Flow Charts, Grade 12, Learning Activities,

*Social Studies, *State Curriculum Guides, State Programs, Teaching Guides

This syllabus for a one-semester course in economics for high school seniors focuses on six topics: 1) The Nature of Economic Understanding; 2) The Market System; 3) The Role of Government; 4) Economic Growth and Stability; 5) The United States Economy in the World; and 6) Comparative Economic Systems. A general overview presents a rationale for the course. This is followed by the main body of the guide: understandings and related content. For each topic, optional special studies, designed as case studies or models, are suggested. A tentative flow chart of the social studies program (K-12) in New York State is included. (SHM)

ED 079 186 SO 005 900

Martin, Don Morgart, Robert

Recent Trends in Anti-Egalitarian Social Research. A Consideration of the Possible Deterrent Effects on Equal Educational Opportunity for Minorities.

Pub Date 26 Feb 73

Note—39p.; Paper presented at the American Educational Research Association Meeting (New Orleans, Louisiana, February 26, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Government (Administrative Body), Literature Reviews, National Programs, Objectives, *Policy Formation, Poverty Programs, *Public Policy, *Research, Research Needs, Research Problems, *Research Utilization, Social Change, Social Problems, *Social Sciences, Sociology

Identifiers—*American Educational Research Association

This paper explores the responsibility of social researchers in contributing to the policy formation of our governments regarding financial assistance to the poor, to blacks, and to varied social reform programs. It is suggested that, regardless of the intent on the part of authors of social research, their findings have been used as justification for cutbacks. The problem is approached from three angles: 1) the impact of the still prevalent idea of "neutral" or value free social science research might have in leading to the abuse of such research; 2) that there does exist an ever increasing body of research rationalization for specific policy decisions in Washington; and 3) that such policy formation is likely to have a deleterious effect on those who most urgently need increasing amounts of social policy assistance rather than less. It is stated that social researchers have a responsibility to explore all the policy implications of their research, as well as the assumptions, suppositions, and context in which it took place and then, with the appropriate cautionary statements written into it as prominently as possible, and only then, release the findings. Studies are discussed and analyzed to determine to what uses the findings were put and policies subsequently formulated. (JMB)

ED 079 187 SO 005 901

Persell, Caroline Hodges

Training for Research in the Sociology of Education.

Pub Date Feb 73

Note—18p.; Presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 28, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Course Descriptions, *Educational Objectives, Educational Programs, Educational Researchers, *Educational Sociology, *Experimental Programs, Higher Education, Professional Training, Project Training Methods, *Research Skills, Skill Development, Speeches, *Training, Training Objectives, Training Techniques

Identifiers—*American Educational Research Association

An experimental sociological research training program at Columbia University is described and analyzed. Two broad objectives of the Columbia Program are defined: (1) to bring sociological perspectives to bear on educational theory and problems, with emphasis on discovering and codifying the methodological approaches most suitable for investigating educational systems from a sociological viewpoint; and (2) to prepare researchers who are qualified to undertake major administrative responsibilities as directors of large-scale research projects, research programs and research institutes that focus on education. Focus of the paper is on description of the program which was designed to attain these objectives and on determination of the effectiveness of the program. The following aspects are examined: (1) recruitment and selection of trainees, (2) structure of the program, (3) content of the program, (4) personnel, and (5) evaluation and implications. (Author/SHM)

ED 079 188 SO 005 903

Kolm, Richard

The Role of Ethnic Studies in Educational Equality.

Pub Date 25 Feb 73

Note—19p.; Presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 28, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—African American Studies, Bilingual Education, Caucasian Race, Compensatory Education Programs, Cross Cultural Studies, *Cultural Education, Educational Needs, Educational Planning, *Educational Programs, *Equal Education, Ethnic Groups, *Ethnic Studies, Government Role, Intercultural Programs, Mexican Americans, *Minority Groups, Negroes, Social Problems, Speeches

Identifiers—*American Educational Research Association

The need for ethnicity to be recognized and accepted by American society is discussed in terms of the inequalities in American education with regard to ethnic children. Positive aspects and limitations of two educational approaches, Black Studies and the Bilingual Program, aimed at the amelioration of social needs caused by poverty, discrimination or cultural disadvantages are detailed. It is suggested that, while focus on racial minority groups and Mexican Americans is fully justified, there is a similar great need for extending these programs to white ethnic groups. (Author/SHM)

ED 079 189 SO 005 905

Sturge, Harry H. Bloland, Harland

The Community Action Agency and Educational Authority: A Theoretical Analysis of Inter-Organizational Politics.

Pub Date 27 Feb 73

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association, February 27, 1973, New Orleans, Louisiana

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Case Studies, *Community Agencies (Public), Educational Programs, Federal State Relationship, Interaction, National Programs, *Organizational Change, Organizational Development, Organizations (Groups), *Political Influences, School Community Relationship, *School District Autonomy, *State Departments of Education, State School District Relationship

Identifiers—*American Educational Research Association

Attention is drawn to the programs funded under the Elementary and Secondary Education Act of 1965, defining this law as a basic attempt to change the interrelationships of social groups in America. This paper presents as a case study the relationships between a community action agency (CAA), on the one hand, and the local school districts (LEAs) and state education department (SEA), on the other, in Nawwau County, New York, during 1968-1970. The dichotomy illustrates how two kinds of agencies interact with each other–expanding, contracting, and resolving jurisdictional disputes. Several theoretical orientations which aid in the explanation and interpretation of the circumstances, activities, and perspectives associated with the relationships that developed between the CAA and the educational authorities are presented. (SHM)

ED 079 190 SO 005 908

Man's Changing Values and a World Culture—New Directions and New Emphases for Educational Programs. A Report on the 1971 Phi Delta Kappa Conference on World Education (Glassboro, New Jersey, May 8, 1971).

Phi Delta Kappa, Glassboro, N.J.

Pub Date Jan 72

Note—101p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Changing Attitudes, Conference Reports, *Educational Change, *Educational Programs, Humanization, *International Education, Peace, *Values, World Affairs

Identifiers—*World Education, Worldmindedness

Proceedings of the 1971 Phi Delta Kappa Conference on World Education are contained in this volume. Attendees of the one-day conference consisted of university, college, and public school faculty members, students, and community representatives in Eastern Pennsylvania and New Jersey. Also a number of individuals representing other countries were present. Specific objectives of the conference were to: 1) examine the value of our changing world; 2) recognize the growing need for a world culture; 3) see how our changing values help or hinder a world culture; and 4) try to find new directions for existing educational programs. In achieving its objectives, the conference concluded that there are many indications of a world culture; a world educational program can affect the entire value system of mankind; and there is a need for a world culture and an urgency of finding solutions to pressing problems. In addition to preliminaries and overview, the keynote address and five panel presentations on the major theme of changing values and a world culture are followed by five suggested workshop presentations on new directions and emphases for educational programs. A section on conference activity highlights and a miscellany section conclude the volume. (SJM)

ED 079 191 SO 005 921

Postlethwaite, T. Neville

Some General Findings from the IEA Surveys in Science, Reading Comprehension, and Literature.

Pub Date 73

Note—5p.; Paper presented at the American Educational Research Association meeting in New Orleans, February 27, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Measurement, Comparative Analysis, *Comparative Education, *Educational Research, Family School Relationship, Interest Tests, Literature, *National Surveys, Reading Tests, Research Methodology, Response Mode, Science Tests, Speeches, Student Teacher Relationship, Testing

Identifiers—*American Educational Research Association

In this paper some general findings from educational surveys in science, reading comprehension, and literature are reported. A brief description of the research methodology is given. Science was tested in 19 countries, reading in 15 countries and literature in 10 countries. The target populations in each country are defined. Outcome measures in science and reading were primarily of a cognitive nature, whereas in literature about half were cognitive and the other half were modes of response to literature and interest measures. Highlights of the data analysis and results of the project are noted in this conference speech presented prior to publication of the detailed IEA Six-subject Survey. (SHM)

ED 079 192 SO 005 922

Thompson, Fred A.

Sample Executions of Computer Programs for Economics Instruction.

California Univ., Riverside.; Riverside City Coll., Calif.

Pub Date May 72

Note—41p.; Paper presented to NSF Institute in Contemporary Economics and Economics Education, University of California at Los Angeles, Summer, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, Computer Graphics, Computer Oriented Programs, *Economic Education, *Educational Innovation, Educational Technology, Electronic Data Processing, *Game Theory, Mathematical Models, Programed Instruction, Programing Languages, *Simulation, Speeches, Teaching Methods

A rationale for the use of gaming and simulation for instructional purposes is developed in the introduction to this paper. The major portion of the text is comprised of several models of computer programs for economics instruction. (SHM)

ED 079 193 SO 005 923

Law in American Society Project. Final Report to the Law Enforcement Assistance Administration.

Chicago Board of Education, Ill. Dept. of Government Funded Programs.
Spons Agency—Illinois State Law Enforcement Commission, Springfield.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date Oct 72
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Studies, Curriculum Development, *Law Instruction, *Laws, Program Descriptions, Projects, *Social Studies
Identifiers—*Law in American Society Project

The report describes the Law in American Society Project which is designed to foster law education for elementary and senior high school students. Emphasis is upon developing unit and new course designs and training teachers in the study of law. Detailed accomplishments (paralleled with fourteen objectives for the purpose of this report) are given for the period of September 1970 through September 1972 and include: incorporating activities, courses, guides into the curriculum of the Chicago Public schools; testing various procedures for infusing the study of law into instructional programs; improving student attitudes toward the law; increasing student knowledge of the law; increasing the teachers' knowledge of law and case study approach through in-service training; establishing effective liaison activities; providing student instructional materials; translating specific series and legal content into the Spanish language; and using and involving community groups, agencies, and institutions in the project's activities. An analysis of recent activities prompted recommendations for the continuation and expansion of the majority of the project's activities. New goals for law-focused education include law-focused audio and video tape productions; an increased number of student instructional materials in Spanish; implementation of extensive police-school liaison activities; field activities; student managed activities; teacher seminars; and others. (SJM)

ED 079 194 SO 005 925
Rossow, Robert
South Asia Area Syllabus. Center for Area and Country Studies.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Pub Date 72
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, Art, Asian History, *Asian Studies, Bibliographic Citations, Curriculum Guides, *Developing Nations, Economic Progress, *Foreign Culture, Foreign Relations, Human Geography, Islamic Culture, Literature, Middle Eastern Studies, Non Western Civilization, Periodicals, Politics, Religion, Social Structure
Identifiers—*South Asia

The purpose of this syllabus is to help government personnel assigned to South Asia, or to positions dealing with South Asian affairs, to acquire a basic knowledge of the area and some understanding of the motivational dynamics of the people. It is not intended to serve as an operational briefing nor to take its place. The goal is the facilitation of operations, which gives it a slightly different focus from strictly academic study programs, where the ends of pure scholarship and research are primarily served. It deals with the historical roots of problems, issues and attitudes, but with a view of their relevance to current processes and events. Each section of the syllabus is divided into three parts. The first, an introduction, is intended only to serve as a framework for the readings, and to point up a few of the highlights of the subject treated. This is followed by a set of questions to directively stimulate reading and analysis, and to facilitate self-evaluation of progress. The third part is an annotated reading list. The leading entries have been selected from the current literature for their relative brevity as well as for their quality in covering the themes and questions advanced in the text. With this design, the syllabus is intended for use both by beginning area students and those with prior experience. It can be used for tutorials or self-instruction. Related documents are SO 005 926, SO 005 913, and SO 005 914. (Author/OPH)

ED 079 195 SO 005 926
Howard, Harry N.
Near East and North Africa: A Question Syllabus. Center for Area and Country Studies.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Pub Date 72
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—African History, Arabs, *Area Studies, Bibliographic Citations, Curriculum Guides, *Developing Nations, Economic Change, Economic Progress, *Foreign Culture, Foreign Relations, Geography, Human Geography, Islamic Culture, Jews, Middle Eastern History, *Middle Eastern Studies, Non Western Civilization, Periodicals, Politics

This study syllabus on the Near East and North Africa is divided into twelve units. Designed to familiarize government personnel assigned to the area with the region and people, each unit consists of a statement of the main objectives to be studied, questions for consideration, and a list of suggested readings from books and periodicals. Units are: "Historical Backgrounds in the Middle East," "The Geopolitical Significance of the Middle East," The Impact of the West on the Middle East," "Nationalism in the Middle East," The Ideological Revolution in the Middle East," "-Types of Middle Eastern Societies," "The Northern Tier of the Middle East," "Israel as a Nation State," "The Middle East in Conflict," "American Interest and Policy in the Middle East," "The Arabian Peninsula," and, "North Africa." SO 005 925, SO 005 913-919 are related documents. (OPH)

ED 079 196 SO 005 927
Program of Studies in Non-Formal Education. A Report to the Administrator's Advisory Council.
Michigan State Univ., East Lansing. Inst. for International Studies in Education.
Pub Date [72]
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Action Research, Educational Change, *Educational Development, Educational Environment, Educational Needs, Educational Objectives, *Educational Philosophy, Educational Planning, *Educational Programs, *Educational Research, Educational Strategies, *Nonformal Education, Program Descriptions, Program Improvement, Relevance (Education), Research Projects, School Role
Identifiers—*Michigan State Project in Non-Formal Education

General conclusions regarding the uses of education in the development process reached by the investigators involved in the Michigan State Project in Non-Formal Education are reported and the rationale behind these conclusions is discussed. These broad questions being explored by investigators are noted: Historical Perspectives; Categories and Strategies; Country Comparisons; Learning Effectiveness; Economic Factors; Case Study Survey; Model Feasibility; Administrative Alternatives; and Participant Training. Several Areas for planning and action programs in non-formal education are suggested. (SHM)

ED 079 197 SO 005 928
Brembeck, Cole S.
Program of Studies in Non-Formal Education: The Strategic Uses of Formal and Non-Formal Education.
Pub Date 11 Apr 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, *Educational Development, *Educational Environment, Educational Needs, Educational Objectives, *Educational Philosophy, Educational Planning, Educational Programs, *Educational Strategies, Learning Theories, *Nonformal Education, Program Improvement, Relevance (Education), School Role
Identifiers—*Michigan State Project in Non-Formal Education

The goal of educational strategy is to determine the kinds of behavior which are desired and to create those educational environments which most clearly support and encourage this behavior. This paper is an inquiry into the nature of formal and non-formal learning. The structural characteristics of each kind of educational environment are examined to determine the impact of these characteristics upon participants. Several hypotheses concerning educational strategy are developed. (SHM)

ED 079 198 SO 005 930
Fersh, George L.
Economic Education--An Imperative.
Pub Date 24 Feb 73
Note—9p.; Presented at the 105th Annual Convention of the American Association of School Administrators, Atlantic City, New Jersey, February 24-28th, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citizenship Responsibility, Decision Making, *Economic Education, *Educational Needs, Intellectual Disciplines, *Relevance (Education), *Social Sciences, Social Studies, Speeches
Identifiers—*American Association of School Administrators

Economic education in the United States is a must since this discipline deals with a fundamental consistent problem -- uses and allocation of limited resources. Scarcity of resources in contrast to a man's unlimited wants requires that individuals make intelligent decisions and choices which will be reflected in the marketplace, voting booth, and at work. Economics is a natural for teaching because economic principles, curriculum, and skills are relevant and applicable to the person, family, classroom, community, and social concerns of youngsters. Schools have an obligation to offer economic programs since this institution reaches children who can be equipped to be economically responsible citizens. Essential responsibilities for economic education in the 1970s are to make economic education more relevant, responsible, exciting, and systematic. To meet these responsibilities current programs are emerging that: 1) Stress relevant, vital issues of concern to society, and manpower and personal economics; 2) Analyze and evaluate economic education materials; 3) Emphasize exciting teaching techniques; and 4) Focus on the development of a master plan using a systematic approach for the improvement of economic education. The organizational machinery for economic education is being strengthened by having an affiliated Council functioning effectively in each state and at least two Centers for economic education functioning effectively in each state. (SJM)

ED 079 199 SO 005 931
James, C. A., Ed.
Media Anthropologist Newsletter. Volume 1, Number 2.
Pub Date 72
Note—14p.
Available from—Ms. C. A. James, Editor, Social Science, Prince George College, Largo, Maryland 20807 ($2.00/yearly)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anthropology, Ethnology, *Information Dissemination, *Mass Media, Media Selection, Multimedia Instruction, *Newsletters, News Media, *Public Affairs Education, Public Television

The aim of media anthropologists is to provide the general public with entertaining, relevant anthropological background information through the public media. This quarterly newsletter disseminates information, promotes awareness of present physical and social issues, and offers a means of intercommunication on the topic of Media Anthropology. Typical issues discuss current matters of concern to media anthropologists; announce available and current films, periodicals, publications, seminars, and conferences; list audio-visual tools, manuals, and guides; and describe opportunities, ventures, and studies. Listings of multimedia materials, mostly annotated, contain complete bibliographic information. Also included are reviews of television media, and a readers' clearinghouse section. The lead article in this issue provides guidelines for disseminating anthropology through newspapers. Two TV programs -- "The Cave People of the Philippines" and "The American Indian Movement" (Today Show) -- are reviewed. The final article deals with discussions at the National Association of Education Educational Broadcasters Convention. Problems and political difficulties encountered by stations were presented. Broadcasters were made aware of the difficulties of media anthropology and offered suggestions for implementing the liason function advocated in the newsletter. Reader cooperation is requested on a number of specific ways for expanding the publication. (SJM)

ED 079 200 SO 005 973
DuBois, Carol J.
A Summary and Evaluation of Project PROBE: A Planning Grant.
Catskill Area School Study Council, Oneonta, N.Y.; Otsego County Board of Cooperative Educational Services, Oneonta, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date May 68
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Resources, *Curriculum Development, Curriculum Evaluation, Pilot Projects, *Program Descriptions, Program Evaluation, Projects, *Social Studies, *Summative Evaluation, Teacher Developed Materials
Identifiers—ESEA Title III, New York, *Project Probe
This report of PROBE (Planning Resource Opportunities for Better Education) summarizes and evaluates activities from the time the project began its operation in March, 1967, through May 1968. Major objectives are: 1) to involve teachers in the enrichment of their curriculum programs; 2) to bring together the faculties in colleges and school districts and other professionals involved in cultural institutions to plan the contributions such groups can make to the direct support of social studies programs; 3) to produce pilto programs; 4) to organize an advisory group and planning council; 5) to identify and catalog human and material instructional resources of the area; 6) to examine and disseminate educational research; and 7) to develop inservice education. Nearly every objective produced some activity. PROBE activities described are: several bibliographical listings of materials available for use as secondary sources; various publications; pilot projects; and public relations activities. A list of PROBE Materials and Publications are appended. Related documents are SO 005 974; ED 051 009; and ED 045 471. (SJM)

ED 079 201 SO 005 974
Whitehill, Willian E., Jr., Comp. And Others
A Directory of Primary and Community Resources in the PROBE Area.
Catskill Area School Study Council, Oneonta, N.Y.; Otsego County Board of Cooperative Educational Services, Oneonta, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date 68
Note—210p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Community Resources, *Directories, Elementary Education, Resource Guides, Secondary Education, *Social Studies, Teacher Developed Materials
Identifiers—ESEA Title III, New York, *Project Probe
Community and area resources -- consisting of persons, places, or objects -- gathered from the regions comprising Chenango, Delaware, and Otsego Countries, are listed in this directory. Teachers, local historians, and PROBE staff identified resources which could be introduced to K-12 teachers. In addition to a brief introduction, the book contains two major chapters, the first containing lists of primary sources and cultural and educational resources in communities, arranged by county and then by business or industry, church, historical sites, libraries, local organizations, museums, public buildings, private collections and schools. Human resources include the local historian, political figures, and other significant persons. The second major chapter, a specialized section, offers listings of geological resources in the three counties; an archeological survey and description of the PROBE area; and county political structures in the PROBE areas. Appendices include additional resources, a bibliography of supplementary PROBE materials and publications, and illustrations. A related document is SO 005 973. (SJM)

ED 079 202 SO 005 976
Social Studies Guidelines, K-12.
South Dakota State Dept. of Public Instruction, Pierre.
Pub Date 70
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conceptual Schemes, *Curriculum Development, *Educational Objectives, Elementary Education, *Guidelines, Interdisciplinary Approach, Secondary Education, Sequential Learning, Social Sciences, *Social Studies, State Curriculum Guides
Suggestive rather than prescriptive, this k-12 social studies guide is broad in scope and serves as a basis to aid teachers in selecting and determining content. The major portion of the work provides helpful information for the teacher in social studies curriculum design and planning that includes: questions teachers can ask themselves to determine if they are planning curriculum along the needs and interests of students; announcement of inservice programs by television; The National Council for the Social Studies goals; a description of the South Dakota curriculum design; listings of performance criteria, affective and cognitive objectives, and skills; ideas for planning a unit to fit into the k-12 sequence; and questions for student assessment and teacher evaluation. The remainder of the guide contains statements about each of the six disciplines; a conceptual framework for curriculum development; significant concepts related to the social science disciplines; and a sequence of k-12 content made up of broad topics of problems and issues. An appendix includes an outline on how to study a society; An approach to the study of Chinese history; and a bibliography. (SJM)

ED 079 203 SO 005 977
Cherryholmes, Cleo H.
An Approach to Social Education.
Pub Date 71
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographic Citations, Curriculum Development, Decision Making, Educational Change, *Educational Objectives, *Educational Philosophy, *Educational Theories, Elementary Education, Futures (of Society), Models, Relevance (Education), Secondary Education, Social Sciences, *Social Studies, Teaching Methods, Values
Within the last decade research and development activity in the social studies has ranged from curriculum development projects to innovations in instructional strategies. Little effort has been expended, however, to justify these changes in curriculum and instructional strategies. The author suggests in this essay some purposes for social education and explores implications of these purposes in terms of curriculum and instruction. A normative theory is outlined based on the assumptions that 1) social education should increase the ability of students to make socially effective choices; 2) enhance the ability of students to assess systematically alternative social futures; and 3) equip the student to be a continuous social learner. Such aspects of social studies education as different approaches to the structure of the social sciences, the use of a largely unarticulated decision-making model as the "heart" of the social studies, and citizenship education as the goal of social studies education are critiqued in terms of the traditional social studies literature as well as in terms of the rationale set forth in the paper. (Author/SHM)

ED 079 204 SO 006 004
Banks, James A., Ed.
Teaching Ethnic Studies: Concepts and Strategies. 43rd Yearbook.
National Council for the Social Studies, Washington, D.C.
Pub Date 73
Note—315p.
Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($7.50, Clothbound; $6.00, Paperbound)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Books, Concept Teaching, Cultural Pluralism, *Ethnic Studies, Feminism, *Minority Groups, *Racism, Social Change, *Social Studies, *Teaching Techniques, Values, Yearbooks
Twelve authors present new conceptual frameworks for studying about ethnic groups, and for analyzing American society, and describe promising strategies and materials in this 43rd yearbook. The book is arranged into three major parts. In Part One, the authors provide perceptive analyses of institutional racism, social justice and power relationships in America, and also suggest ways in which the teacher can deal with both individual and institutional racism. In addition, one author describes how ethnic content can be used to spearhead instructional reform. The next five chapters in Part Two focus on the historical and sociological problems of ethnic minority groups, and describe ways in which the teacher can incorporate their experiences into the social studies curriculum. Authors are various members of ethnic groups and speak from their perspective. The final part of this book explores the problems of two groups victimized by stereotypes and cultural assaults -- white ethnics and women. Strategy exercises are appended to several chapters. (Author/SJM)

ED 079 205 SO 006 007
Becker, James M. Mehlinger, Howard D.
International Dimensions in the Social Studies. 38th Yearbook.
National Council for the Social Studies, Washington, D.C.
Pub Date 68
Note—346p.
Available from—National Council for the Social Studies, 1201 Sixteenth St., N.W. Washington, D.C. 20036; Paperbound $4.50, Clothbound $5.50
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Area Studies, Conceptual Schemes, Cross Cultural Studies, Curriculum Development, Educational Change, Educational Needs, *Foreign Relations, *International Education, International Law, International Organizations, *Social Studies, Teaching Techniques, *World Affairs, Yearbooks
This thirty-eighth yearbook provides a framework for the teaching of international education and relates recent concepts and ideas in the international studies field which are applicable to the teaching of social studies. A number of educators and social scientists contributed to a series of chapters comprised in four sections of the volume. Each of the major sections deals with a different but related area of international affairs education. Section I suggests ways of organizing materials around the emerging international society and indicates complexities of the contemporary world that students need to be acquainted with in order to live intelligently in a changing world. Offering some reflections about the field of international studies in general and world law and area studies in particular, Part II is designed to assist the teacher in the job of selecting and evaluating new areas of study in international affairs. Four innovative approaches in the social studies that are receiving increasing attention in many elementary and secondary school classrooms--simulation, decision-making, case studies, and comparative studies--are described in Part III. Part IV reports information about a wide variety of materials, resources, and programs available to teachers who seek to improve instruction in international affairs. (Author/SJM)

ED 079 206 SO 006 014
Dawson, George G. Prehn, Edward C.
Teaching Economics in American History. A Teacher's Manual for Secondary Schools.
Joint Council on Economic Education, New York, N.Y.
Pub Date 73
Note—106p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Activity Units, American History, Discussion (Teaching Technique), *Economic Education, *Economics, Inquiry Training, *Interdisciplinary Approach, Secondary Grades, Social Studies, Teaching Guides, *United States History
Designed for secondary teachers to use in conjunction with a textbook, the teaching guide assists the teacher in incorporating economic facts, concepts, and principles in a United States history course. The primary purpose is to identify historical events which can be enriched by consideration of relevant economic topics in an interdisciplinary approach. Content is geared to inquiry-discussion techniques. Twenty-one American history topics are presented in chronological order from the 17th century to the present with a brief account of events of the period which had important economic aspects. Key economic terms are identified in bold faced type. Discussion questions which vary in difficulty and a number

of suggested activities (such as interviews, role-playing, films, filmstrips, talks, field trips, community resources, and visits to local museums and places of historic interest) follow the introduction of each topic. (SJM)

ED 079 207 SO 006 015
George, Peggy, Ed.
In Touch. Dedicated to the Education of Young Children. Volume II, Number 3.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—New England Center for Continuing Education, Durham, N. H. New England Program in Teacher Education.
Pub Date Apr 73
Note—49p.
Available from—In Touch, Room 224, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 ($3.00 yearly)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Inservice Education, *Instructional Innovation, *Newsletters, *Open Education, Preservice Education, School Community Relationship, Self Directed Classrooms, *Teacher Education
Identifiers—Integrated Day Program, Teacher Education Program at Marks Meadow
This quarterly newsletter is intended primarily for Staff Development Cooperative participants (participants of an inservice teacher education internship program). However, information and ideas on the topic of integrated day education (open education) would be of interest to other educators not connected with the project. The newsletter provides news about a variety of classrooms which are part of the program and offers specific, practical ideas, activities, and guidelines for implementation in the classroom, and lists numerous available resources. In addition, two sections are included to keep in touch with teacher interns and with the community. This issue includes a description of two different teacher education programs at the University of Massachusetts, Amherst, Massachusetts: 1) Integrated Day Program (including METEP -- Graduate and Undergraduate) and 2) Teacher Education Program at Marks Meadow (TEPAM -- Undergraduate only). (SJM)

ED 079 208 SO 006 016
Sherman, J. G., Ed.
Personalized System of Instruction Newsletter, Number 8.
Georgetown Univ., Washington, D.C. Dept. of Psychology.
Pub Date Apr 73
Note—12p.
Available from—Personalized System of Instruction Newsletter, Psychology Department, Georgetown University, Washington, D.C. 20007 (free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Higher Education, *Individualized Instruction, *Instructional Innovation, *Newsletters, Psychology, *Teaching Techniques
Identifiers—*Personalized System of Instruction
The purpose of this quarterly newsletter is to provide information, communication, and exchange of ideas between people offering Personalized System of Instruction (PSI) courses. The instructional system, an alternative to the traditional university-college lecture-recitation method of teaching, emphasizes a personalized, self-paced, mastery learning with undergraduate tutors. Past issues of the newsletter, which began publishing in 1971, include sections on PSI courses; available materials; events; symposia; workshops; brief reports; question and answers; and articles. Once a year an updated list of all known PSI courses, available materials, and a bibliography is included in the newsletter. In this issue three authors place PSI in a context relative to the current education scene, relating the system to other innovations and identifying its problems, weaknesses, and strength. Other sections are included among those mentioned in typical issues. The newsletter is free to those who wish to have their name placed on the mainling list. (SJM)

ED 079 209 SO 006 017
Nesbitt, William A. And Others
Teaching Youth About Conflict and War. Teaching Social Studies in an Age of Crisis. Number 5.
National Council for the Social Studies, Washington, D.C.
Pub Date 73
Note—113p.
Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Attitudes, Books, Classroom Games, *Conflict, *Conflict Resolution, Curriculum Development, Humanization, Inquiry Training, Interdisciplinary Approach, Intergroup Relations, *Peace, Resource Guides, Secondary Grades, *Social Studies, Teaching Guides, Teaching Techniques, Values, *War
This social studies guide for teachers, interdisciplinary in nature, offers an introductory, objective approach toward the study of conflict and war. The basic underlying assumption of the book is that the institution of war represents a problem to be studied and is amenable to human intervention and resolution. Teachers are encouraged to employ inquiry and discussion techniques which force youth to raise and analyze values and issues dealing with conflict. The book is arranged into six chapters. Chapter one, offering a few theories on the sources of attitudes toward war, reviews historical, philosophical, sociological, economic, biological, philosophical, moral, and ethical factors involved in war. Aspects of conflict and its control -- particularly the nature of group conflict -- are dealt with in chapter two. In chapter three an actual experiment of inter-group conflict which can serve as a model of the dynamics of conflict is described. Chapter four provides suggestions for a number of topics and sources of materials for building a classroom unit. A classroom game of conflict and cooperation is presented in chapter five. The final chapter, sources and resources, contains annotated bibliographies of: background books, classroom materials, and miscellaneous materials. (Author/SJM)

ED 079 210 SO 006 023
McPheeters, Harold L. Ryan, Robert M.
A Core of Competence for Baccalaureate Social Welfare and Curricular Implications.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Dec 71
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Concept Teaching, *Core Curriculum, *Curriculum Development, Curriculum Planning, *Educational Objectives, Educational Programs, Guidelines, Higher Education, Manpower Utilization, Preservice Education, *Professional Training, Program Development, Relevance (Education), Skill Development, Social Attitudes, *Social Work, Training Objectives, Values
Identifiers—*Social Welfare Manpower Project
In a project designed to improve the recruitment, training and utilization of undergraduate social welfare workers in fourteen of the Southern states an attempt was made to arrive at a better understanding of just what the baccalaureate level social worker was to be. The definition was needed both for setting college curriculum objectives and for writing appropriate job descriptions and patterns of utilization in social welfare agencies. This publication is an attempt to define a more specific core of competence that is needed beyond the broad roles and functions of the social worker. Included are guidelines concerning conceptual issues, knowledge, skills, values and attitudes. Additional chapters describe curricular implications of this core of competence. Some of the issues involved in implementing an undergraduate social welfare program that has a generalist orientation and a goal of producing professional practitioners are explored. (SHM)

ED 079 211 SO 006 024
National Endowment for the Humanities. Seventh Annual Report [for 1972].
National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 73
Note—132p.; 1972 Annual Report
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3600 00014, $1.75)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Annual Reports, Educational Finance, *Educational Programs, Federal Aid, *Humanities
The annual report describes and discusses humanities programs which support the parallel development of research, scholarships and institutions with a broader public education program. Programs described in this report represent the Endowment's efforts to bring the disciplines of the humanities to bear on problems of national concern. Following an introduction to the seventh annual report, Fritz Machlup explains a conceptual framework for his study concerning "Learning More About Knowledge" and reports findings on the recent growth in the dissemination of humanistic knowledge. The divisions of public, education, research, and fellowship programs, each arranged in a separate section, are briefly described along with an explanation of the function of the Office of Planning and Analysis--an office responsible for funding experiments to find better ways to carry out the Endowment's public mandate. Appendices include a brief history of the Endowment; information for applicants; financial report; summary of grants and awards; a list of private donors to the endowment; a list of the members of the National Council on the Humanities; National Endowment panelists and staff listing; and a list of awards by state. A related document is ED 062 358. (SJM)

ED 079 212 SO 006 026
Dobinson, C. H., Ed.
Comenius and Contemporary Education.
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Pub Date 70
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biographies, *Educational Development, *Educational History, Educational Needs, Educational Objectives, *Educational Philosophy, General Education, Historical Reviews, *International Education, Social Problems, Teachers
Identifiers—*Comenius (Jan Amos)
The Governing Board of the Unesco Institute for Education, in its 21st Session held in Hamburg in April of 1969, decided to publish a book commemorating the tercentenary of the death of Jan Amos Comenius. This great 17th century educator is still a constant inspiration to those concerned with the improvement of contemporary education. Publication of the book was considered a most appropriate activity for the International Education Year of 1970. Distinguished scholars of four nations have collaborated to write the story of a Czech teacher, born March 28, 1592, who became the world's first great international educator. C.H. Dobinson, J.E. Sadler, Damar Capkova, Bogdan Suchodolski, and Jean Auba have contributed chapters on: Comenius as a Man, The Recommendations of Comenius Regarding the Education of Young Children, Comenius and Teaching Methods, Comenius and the Organization of Education, and Comenius as an International Citizen. Focus is on his own training; his views on education, government and society; his love of learning; and his lasting and meaningful contributions. Major Works of Comenius and Works Concerning Comenius are listed. (JMB)

ED 079 213 SO 006 027
Kraemer, Alfred J.
A Cultural Self-Awareness Approach to Improving Intercultural Communication Skills.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Pub Date Apr 73
Note—17p.; Paper presented at the Annual Meeting of the International Studies Association (New York, March 15-17, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Learning, Behavior Patterns, Bibliographic Citations, *Communication Skills, Comparative Analysis, Cross Cultural Studies, *Cross Cultural Training, *Cultural Awareness, Cultural Differences, *Cultural Education, Cultural Images, Culture Contact, Educational Programs, Human Geography, Social Sciences, Sociocultural Patterns, Speeches
Identifiers—*International Studies Association
Communication between persons of differing cultural backgrounds can be hindered by cul-

turally-conditioned assumptions that they make about each other's cognitions. An exercise was designed to reduce this effect through increased cultural self-awareness. It involves participants in analyzing video recordings of staged "excerpts" from intercultural dialogues that contain subtle manifestations of cultural influence, while noncultural influences are being varied from excerpt to excerpt. In each sequence the cultural influence is a common element gradually brought into focus. (Author)

ED 079 214 SO 006 034
Community Resources Workshops. A First Step Toward Better Industry-Education Cooperation.
National Association of Manufacturers, New York, N.Y. Education Committee.
Pub Date [70]
Note—21p.
Available from—Education Department, National Association of Manufacturers, 277 Park Avenue, New York, New York 10017 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Programs, *Community Resources, *Community Study, Educational Resources, Inservice Teacher Education, Institutes (Training Programs), Relevance (Education), Resources, School Community Programs, *School Industry Relationship, Summer Workshops, *Teacher Workshops, Workshops

The growing interest in creating relevant learning experiences for students has resulted in an increased emphasis on using the entire community as a teaching resource. Community resources can be defined as those locally available materials, persons, organizations or experiences that are useful and valuable for educational purposes. Community Resources Workshops are intensive, university-sponsored, summer courses, usually four to six weeks in length, that offer elementary and secondary level teachers the opportunity to become familiar with the economic, social, cultural and political resources of their community. A Workshop includes two specific objectives: resource analysis and resource utilization. This document outlines the necessary steps to organize and carry out an effective workshop. The characteristics of good workshops include: clearly defined objectives, freedom to work on projects, adequate physical facilities, evaluation and followup procedures. Suggestions are given for setting up committees and for the development of materials. A section on planning covers such aspects as financial needs, personnel requirements, supplies, transportation, university participation and sponsorship, enrollment procedures and scheduling. The end results and accomplishments of a Community Workshop are not evident until citizenship characteristics are exemplified by graduates of the community's schools. The benefits which are apparent, however, are discussed in the closing sections of the document. (JMB)

ED 079 215 SO 006 035
Joyce, Bruce R. And Others
Television and Social Studies: Synergy and Symbiosis.
Pub Date [71]
Note—140p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Planning, *Educational Development, Educational Improvement, Educational Innovation, Educational Needs, *Educational Objectives, Educational Resources, Educational Strategies, *Educational Television, Guidelines, Instructional Design, Instructional Media, *Social Studies, Teaching Techniques, Televised Instruction

Educational television has not yet reached its full potential for supporting the social studies in American public schools. The most effective roles for television have not yet been defined, nor have social studies educators developed the production thrust that can enable television to fill a major role in social studies education. This document contains recommendations of a study initiated by the National Television Instructional Center in which educators set forth guidelines for use of television by social studies curriculum makers. Identification is made of various missions and means in the social studies curriculum area and the support roles that television could fulfill within each of them are described. Goals and curricular patterns of existing and emerging social studies approaches are defined and a framework for decision-making suggested. Instruction is viewed as the means to accomplish particular curriculum goals. Cited are six instructional strategies with an analysis of the social studies curriculum patterns and the use of television in terms of the current and potential strategies they represent. Specific recommendations for actions for the application of television to social studies improvement are made. (Author/SHM)

ED 079 216 SO 006 043
Brown, Thomas E., Ed. Hahn, Carole, Ed.
News and Notes on the Social Sciences. Spring 73.
Indiana Univ., Bloomington. Office of the Coordinator for School Social Studies.
Pub Date 73
Note—38p.
Available from—News and Notes on the Social Sciences, 101 Lindley Hall, Indiana University, Bloomington, Indiana 47401 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anthropology, Educational Anthropology, Intellectual Disciplines, *Newsletters, Psychology, *Social Sciences, Social Studies

"News and Notes" is published periodically during the academic year. Topics of typical issues are rotated to include each of the several social science disciplines and social science education. Usually included are: 1) A lead article focusing on what's new in the social sciences; 2) Descriptions of social studies/social science classroom practices; 3) Discussions of curriculum materials and projects; 4) Reviews of materials; 5) A list of resources mentioning instructional materials, and professional resources; 6) Guest commentaries; and 7) Announcement of events, conferences, and workshops. The lead article in this issue by Judith Hansen and Judith Kasper entitled "The Cultural Analysis of Schooling: Theoretical Perspectives from Anthropology" describes the major features of several theoretical frameworks currently used in anthropological research. In addition, the authors suggest ways in which each approach might be applied to studies of schools as sociocultural systems. The classroom section of this issue describes four specific anthropology teaching programs. (SJM)

ED 079 217 SO 006 045
Foshay, Arthur W.
Change in Schools: An Insider's Look.
Pub Date 1 Jun 73
Note—15p.; Paper prepared for the National Seminar on the Diffusion of New Instructional Materials and Practices, Columbia University, New York, June 1-3, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adoption (Ideas), Alternative Schools, Change Agents, *Diffusion, *Educational Change, *Educational Innovation, *Instructional Innovation, Speeches

Schools can be changed from the inside if one works with the dynamics that schools respond to. Four generalizations about the change in the schools are that: 1) Innovations must be comprehensible to the leadership of schools, i.e., innovations must be introduced to the administrators of schools as well as teachers -- administrators need to understand the new practice, approve of it, and give it leadership and encouragement; 2) Innovations must come from administrators (top down to make it legitimate) and teachers (bottom up to keep it honest), i.e., the role needs of the administrator and the teacher must be met as part of an innovation strategy; 3) The strategy for introducing an innovation has to be consistent with the local reward system; and 4) Innovations must be locally verifiable and modifiable at the classroom level. (Author/SJM)

ED 079 218 SO 006 099
Cultural Enrichment Program. Saint Martin Parish. End of Project Report.
Saint Martin Parish School Board, St. Martinville, La.
Pub Date [72]
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art Education, Creative Expression, Cultural Background, *Cultural Education, *Cultural Enrichment, Curriculum Development, *Curriculum Enrichment, *Curriculum Evaluation, Dramatics, Educational Needs, Elementary Grades, Equipment Utilization, Interviews, Music Education, Questionnaires, Reports, Secondary Grades, Speech Curriculum, Summative Evaluation, Values
Identifiers—*Cultural Enrichment Program

The Cultural Enrichment Program in Saint Martin Parish was implemented to meet the educational, cultural, and community needs in four areas: art, speech and drama, heritage, and music. In this report three broad categories were explored: 1) utilization of equipment; 2) values instilled as a result of cultural enrichment; and 3) changes in curriculum. Each component is discussed separately with the three previously stated categories in mind. Activities accompanying each of the components are included in that part of the Cultural Enrichment to which they apply. Information included in this report was procured through questionnaires, interviews with teachers, student, administrative personnel, parents, community members, news media and data compiled on the parish level. (Author)

ED 079 219 SO 006 143
The Algonkian Region: An Examination of the Indians Within the Eastern Region in Both Historical and Contemporary Contexts. Learning Activity Packet.
Maine Univ., Orono. New England-Atlantic Provinces Quebec Center.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-A-042
Pub Date [72]
Grant—OEG-1-71-0011(509)
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, *American Indian Culture, *American Indians, *Anthropology, Area Studies, Cultural Differences, Ethnic Groups, Ethnic Studies, Instructional Materials, Land Settlement, Learning Activities, Secondary Grades, *Social Studies Units
Identifiers—*Algonkians, Maine, Quebec

The objective of this Learning Activity Packet (LAP) is to familiarize the student with Indians who lived in the Eastern Region of present day Canada and the United States. Indian life in the past, how it has changed, and the needs of these people today provide the basis of the LAP. Five learning objectives, each covering particular aspects of the life of the Indians, create a framework for various activities. Related documents in this series are SO 006 140-145. (OPH)

ED 079 220 SO 006 147
Alchin, Don D., Jr.
The People of Dade County. Social Studies: 6470.12.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—54p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indians, Area Studies, Community Study, *Cultural Awareness, Curriculum Guides, Elective Subjects, *Ethnic Studies, Grade 7, Grade 8, Grade 9, Human Relations, Jews, Learning Activities, Minority Groups, Negroes, Relocation, Resource Guides, Secondary Grades, *Social Studies Units, Spanish Americans
Identifiers—Florida, *Quinmester Program

Seventh, eighth, and ninth grade students examine the many ethnic groups that make up Dade County in this elective social studies course. It focuses on the Cuban, Black, Jewish and White Anglo Saxon groups and their interaction. Following the course it is hoped that the students will be more able to empathize with others through greater understanding of cultural backgrounds, and appreciate the diversity of the community. Included in the guide are sections on course goals, course content outline, objectives and learning activities, and a list of suggested textual and audiovisual materials for classroom use. (Author/OPH)

ED 079 221 SO 006 148
Tradition and Change in Non-Western Cultures. Social Studies--Language Arts: 6414.08.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—10p.; Authorized Course of Instruction of the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Background, Cultural Differences, Culture Contact, *Developing Nations, Economic Change, Economic Development, Elective Subjects, Futures (of Society), Grade 10, Grade 11, Grade 12, Interdisciplinary Approach, *Modern History, Nationalism,

*Nonwestern Civilization, Race Relations, Resource Guides, Secondary Grades, *Social Change, *Social Studies
Identifiers—Florida, *Quinmester Program
This elective world studies course for 10th, 11th, and 12th grade students examines the problems and dilemmas of non-Western countries that are trying to preserve their own culture and national pride and yet attain the economic wealth of the West as represented by Europe and the United States. It deals with selected non-Western societies (the Republic of South Africa, Brazil, India, and China) in which inter-action between traditional cultures and Western cultures was followed by change and the subsequent development of new societies. It is hoped that the student will consider the ways in which political science, economics, sociology, and anthropology are reflected in the problems of tradition and change. A list of recommended textual materials, films, and filmstrips is included in the guide, as well as a brief course outline and course goals. (Author/OPH)

ED 079 222 SO 006 149
Greenaway, Jean E.
Opaque Watercolor (Tentative Course Outline). Art Education: 6673.05.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—32p.; Authorized Course of Instruction for the Quinmester Program.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, *Art, Art Activities, *Art Education, Bibliographic Citations, Course Objectives, Creative Art, Curriculum Guides, Glossaries, Learning Activities, *Painting, Resource Guides, Secondary Grades
Identifiers—Florida, *Quinmester Program
This tentative course outline is for use in one of the Quinmester Program classes, Opaque Watercolor. Designed for students in grades 7-12, with no prerequisite, the course includes the introduction of a variety of techniques in a number of opaque media including tempera, gouache, and cassein. Matting and mounting techniques are also taught. A list of study objectives and a description of course content are included in the document as well as a section on correct studio procedure and care of equipment, a list of materials and supplies, and some suggested learning activities. A list of resources (books and films) is included, as is a glossary of art terms. (OPH)

ED 079 223 SO 006 151
Waller, Anita
American Black Art. Art Education: 6677.02.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—47p.; Authorized Course of Instruction of the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, African History, *Art, Art Activities, *Art Education, Art Expression, Course Content, Curriculum Guides, Learning Activities, Negro Culture, Resource Guides, Secondary Grades, Student Projects
Identifiers—Florida, *Quinmester Program
In this survey course high school students investigated Black artists in America. Objectives are for students to explore the Black artists' contribution to the American art scene; to analyze the impact of the new Black movement on trends in American art; and to participate in the design and creation of various art objects which reflect this contribution. In addition to rationale and behavioral objectives, the guide contains: 1) a course outline on the background of African art and American Black art which includes a listing of Black artists; 2) suggested learning activities to facilitate the achievement of objectives (which includes the creation of a batik project, a woodcarving, tie-dying, and construction of a mural; 3) a listing of resources for use by teachers; 4) a bibliography; and 5) instruction sheets for the suggested projects. (Author/OPH)

ED 079 224 SO 006 152
Abrams, Grace C. Schmidt, Fran C.
Propaganda. Social Studies, Language Arts: 6470.06.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—34p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Studies, Communication (Thought Transfer), *Critical Thinking, Curriculum Guides, Decision Making, Elective Subjects, Grade 7, Grade 8, Grade 9, Learning Activities, Mass Media, News Media, *Propaganda, Publicize, *Social Studies Units, United States History
Identifiers—Florida, *Quinmester Program
Types and techniques of propaganda and its effects on American Life are discussed in this elective social studies course for 7th, 8th, and 9th grade students. Since young people today are bombarded with conflicting ideas disseminated through mass media, it becomes imperative that students become more knowledgeable about propaganda and its impact on their lives and on the total culture. In this course the student learns the techniques of propaganda, studies the intent and purpose of the propagandist, and distinguishes fact from opinion and bias from objectivity. The guide is divided into four major sections: 1) course goals; 2) a course content outline; 3) objectives and learning activities; and 4) recommended lists of supplemental reading materials, films, filmstrips, and guides. (Author/OPH)

ED 079 225 SO 006 153
Popovich, Thomas F.
Production and Display Workshop. Art Education: POS 6699.01.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—13p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art, Art Activities, *Art Education, Course Content, Course Objectives, Curriculum Guides, *Display Panels, Grade 11, Grade 12, Secondary Grades, *Three Dimensional Aids, Visual Arts, Workshops
Identifiers—Florida, *Quinmester Program
This curriculum guide describes a course offered to grade 11 and 12 students in production and display workshop. The course is designed to give artistically talented students opportunites to serve community and school through the production of such varied visual aids as signs and posters, sculpture, and displays. This is an education by agreement course in which the student agrees to accept increased responsibility for his learning and the school relaxes its role of constant supervisor. The art teacher gives assistance, evaluates the product, and determines the amount of credit the project warrants. Listed within the guide are: course objectives, a description of course content, and a section on course requirements. A short bibliography which includes books and periodicals concludes the document. (OPH)

ED 079 226 SO 006 154
Moore, John A.
A Nation of Immigrants. Social Studies. 6416.17.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—36p.; Authorized Course of Instruction of the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Acculturation, *American Culture, Curriculum Guides, Economic Disadvantagement, Elective Subjects, Employment Opportunities, Ethnic Groups, Federal Laws, Grade 10, Grade 11, Grade 12, *Immigrants, Learning Activities, Population Growth, Refugees, Relocation, Resource Guides, Secondary Grades, *Social Studies
Identifiers—Florida, *Quinmester Program
Designed as an elective for 10th through 12th grade students, this course encompasses immigration laws, present policy towards immigrants, the immigrant experience, and stresses the impact of immigration on the American culture. It is hoped that students, by seeing how the American character is so much a result of the immigration process, will understand more about what it means to be an American. Like many other Quinmester curriculum guides, it is divided into the following sections: 1) a course description; 2) course goals; 3) a course content outline; and 4) an augmentation on the course goals, including the focus, the objective, and suggested learning activities. (OPH)

ED 079 227 SO 006 155
Pate, Betti
Changing Roles of Women. Social Studies: 0425.17.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—62p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Course Content, Course Objectives, Curriculum Guides, Females, *Feminism, Secondary Grades, Sex Discrimination, *Social Studies, Womens Education, *Womens Studies
Identifiers—Dade County, Florida, *Quinmester Program
This elective course on the changing roles of women is for use by 10th through 12th grade students. The guide analyzes the changes occurring in the roles of American women, with students examining the history of women, the psychology of being a woman, the various emotional and physical changes that women undergo, and women's choices for a full life. Comprised of three major sections, the guide is divided into a broad goals section; a content outline illustrating the scope and major subdivisions of the course; and an objectives and learning activities section providing a total picture of women's roles in society from Colonial times to the present. Several helpful items are appended: a questionnaire designed for females; a brief history of the women's movement in America; "Male Dilemma and Female Quandary,"; a short quiz designed to start a discussion on roles in our society; a list of Facts and Fables about Women; "When I Grow Up I'm Going to Be Married," a game. A bibliography of student materials which includes books and audiovisual materials concludes the document. (Author/OPH)

ED 079 228 SO 006 157
Popovich, Thomas F.
Transparencies. Art Education: Art I 6673.03, CM Art I 6693.03.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Education, Audio Equipment, Audiovisual Instruction, Audiovisual Programs, Curriculum Guides, *Film Production, Films, Filmstrips, Learning Activities, Projection Equipment, Secondary Grades, Slides, *Transparencies, Video Equipment, *Visual Aids, *Visual Arts
Identifiers—Florida, *Quinmester Program
This Quinmester Visual Arts course is offered to provide experience in the development and design of transparencies utilizing various audiovisual equipment. Designed for 9th through 12th grade students, with no prerequisite, emphasis is placed on the concept of projecting the creative efforts on a screen and using the elements of design. At the completion of the course the students will have created slides, filmstrips, overhead projector transparencies, materials for opaque projector, and 8 or 16 millimeter movie film. Other objectives of the course are given in this curriculum guide, as well as a description of course content, and a short bibliography of books, periodicals, and useful films for the classroom. (Author/OPH)

ED 079 229 SO 006 158
Farnsworth, William Beckman, Louise
The Reel Thing. Creative Photography. Art Education: Art Cft 7 6681.01, CM Art 1 6693.01.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—31p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Art Activities, *Art Education, Behavioral Objectives, Course Content, Course Objectives, Learning Activities, Photographic Equipment, *Photography, Visual Arts
Identifiers—Florida, *Quinmester Program
This creative photography quinmester curriculum guide was written to enable the student to use photography in a wide range of art forms. The student will gain an understanding of how photography is used in the fields of commercial and fine art. The introduction to photography as a unique art form includes a brief history of creative and experimental photography and the evolution of the camera as an art tool, and emphasizes learning the mechanics of the camera and other equipment. Activities present an opportunity to build a camera, make creative slides using color and positive/negative forms, photocaricatures, and photograms. (Author/OPH)

SP

ED 079 230 SP 006 016
Schools Are People. An Anthology of Stories Highlighting the Human Drama of Teaching and Learning.
National Education Association, Washington, D.C.
Pub Date 71
Note—203p.
Available from—NEA Publication-Sales Section, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock No. 381-11960 $3.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Classroom Environment, *Fiction, *Literary Perspective, *Student Teacher Relationship, *Teacher Education
This is a collection of stories written by novelists, educators, and short story writers. It is designed to allow the teacher to experience vicariously the successes and failures of their counterparts through fiction. The stories are about students and teachers in and out of the classroom setting. Included are such noted writers as Shirley Jackson, Harper Lee, James Michener, Claude Brown, Jesse Stuart, and others. (JB)

ED 079 231 SP 006 582
NEA Teacher Center Network: A Prospectus.
National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
Pub Date Dec 72
Note—24p.
Available from—National Education Association, Instruction and Professional Development, 1201 16th St., N.W., Washington, D.C. 20036
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Continuing Education Centers, *Inservice Teacher Education, Interagency Cooperation, National Organizations, Networks, Professional Associations, *Professional Continuing Education, *Teacher Education, *Teacher Programs
This document is a prospectus for a program of the National Education Association (NEA) to establish a network of teacher centers. The prospectus is divided into three parts: part one attempts to answer 10 general questions about the NEA teacher center program; part two contains information briefs for options I and II; and part three contains information briefs for options III. The definitions of the options are given as follows: option I--unified state or local association (potential member of the NEA teacher center network); option II--nonunion state or local association (potential affiliate of the NEA teacher center network); and option III--other than the above (potential) cooperating agency in the NEA teacher center network). (Authors/JA)

ED 079 232 SP 006 611
A Reading and Study Skills Institute for Junior College Teachers. Director's Report.
Kentucky Univ., Lexington. Coll. of Education.
Pub Date [71]
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Junior Colleges, Methods Courses, Program Evaluation, *Reading Programs, Study Skills, *Teacher Education, *Teacher Programs
This document is a director's evaluation report for a teacher education project at the University of Kentucky. Among the program objectives listed are the following: a) to provide an understanding of the historical background of the junior college and of the major characteristics of the community college (including purposes of the private junior college, its philosophy and objectives); b) to stimulate concern for and understanding of the culturally deprived junior college student; c) to teach techniques for the diagnosis of reading and study skills problems; and d) to increase proficiency in the utilization of teaching strategies, methods, and materials to modify the reading and study skills behavior of junior college students. The report includes an evaluation of the program's strengths and weaknesses. Included as appendixes are syllabi, brochures, form letters, and scales for various evaluations. (JA)

ED 079 233 SP 006 614
Stern, Joyce D.
Report of the HEW Work Group on Behavior Analysis in Education. Final Draft.
Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Pub Date Jan 73
Note—178p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavior, *Behavioral Science Research, *Behavior Change, Behavior Patterns, *Behavior Theories, Research Projects, Student Behavior, Teacher Behavior
Identifiers—Department of Health Education and Welfare
The Work Group on Behavior Modification in Education, which issued this report, was authorized by Secretary Elliot Richardson on November 21, 1970. The body of this report includes an analysis of the benefits of behavior modification techniques in education, examples of their successful application with a variety of large student populations, an examination of the problems raised by the approach, an assessment of its readiness to receive widespread promotion, and recommendations of possible next steps that could be taken by U.S. Department of Health, Education and Welfare and the Office of Education relative to further research and dissemination. There are four appendixes. Appendix A contains a list of general references of basic literature in the discipline; Appendix B provides an overview of behavior modification activities in the range of educational settings; Appendix C lists selected materials available for instructing parents and teachers in behavior analysis techniques; and Appendix D consists of detailed reports of 15 major centers of activity in behavior modification. (Author/JA)

ED 079 234 SP 006 616
Qualitative Evaluation of Teacher Service, Academic Subject Teachers.
National Swedish Board of Education, Stockholm.
Pub Date Oct 72
Note—3p.; School Research Newsletter, 1972: 13
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Grading, Program Evaluation, *Teacher Attitudes, *Teacher Behavior, Teacher Evaluation
Identifiers—Sweden
This newsletter briefly describes the philosophy and work of project KULT-A, the evaluation of teacher service in Sweden; the latter is a follow-up to project KUL-A, evaluation of teacher training. The project's approach is reported as an effort to find which factors will in a specific context cause a teacher to feel more satisfied with his work. It is also indicated that a possible consideration of the project is the abolition of marks for teaching ability. (Related document is SP 006 617.) (JA)

ED 079 235 SP 006 617
Qualitative Evaluation of Teacher Training, Academic Subject Teachers Section.
National Swedish Board of Education, Stockholm.
Pub Date 71
Note—13p.; School Research Newsletter, 1971: 12
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Criteria, *Evaluation Methods, *Measurement Instruments, Program Descriptions, *Teacher Education, Teacher Education Curriculum, *Teacher Programs
Identifiers—Sweden
This newsletter reports on project KUL-A, an evaluation of the procedure and effectiveness of teacher training in Sweden. The newsletter contains descriptions of the educational process in Sweden, descriptions of instruments for testing the effectiveness of teacher training, and a brief summary of the evaluations to this time. It is indicated that the entire project will be fully reported from 1974 to 1976. A list of current reports as of August 1972 is included in the text. All of these reports that are listed are in Swedish. (Related document is SP 006 616.) (JA)

ED 079 236 SP 006 621
Teacher Standards and Practices Commissions. A Directory.
National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
Pub Date 15 Mar 73
Note—33p.
Available from—Instruction and Professional Development, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (No price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Standards, *Educational Legislation, Governance, Professional Personnel, *Standards, *State Legislation
This directory briefly describes professional practices commissions and teaching standards boards which exist in various states and indicates where additional legislation is being considered or is pending. The data were obtained from executive secretaries of the National Education Association state affiliates and from state departments of education. The descriptions are factual only and make no attempt to convey what has happened as a result of the legislation. Six tables of data comprising 40 percent of the document are included. (Author/JB)

ED 079 237 SP 006 622
Dickson, George E. And Others
Planning for a Performance-Based Teacher Education Program: A Final Report.
Toledo Univ., Ohio. Coll. of Education.
Pub Date 1 Aug 72
Note—259p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Interdisciplinary Approach, *Performance Based Teacher Education, *Preservice Education, Schedule Modules, Teacher Education, Teacher Programs, *Team Teaching, *Urban Education
During 1971-72, the College of Education of the University of Toledo undertook the planning for the revision of the entire undergraduate teacher education program in the areas of secondary and elementary education. It was decided that the program should be performance based and interdisciplinary and should unite the urban educational institutions and agencies to effect significant educational innovation. Key elements of the program include interdisciplinary team teaching, modularized objectives, and full implementation. (Appendixes include Program Review and Evaluation Technique (PERT) materials; module format; sample instructional modules; and miscellaneous reports, reviews, and memoranda.) (Authors/JA)

ED 079 238 SP 006 628
Humphreys, Alan H. Post, Thomas R.
Project Interface: A Systems Model for Elementary School Curriculum Evolution and Teacher Education.
Pub Date Dec 72
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, *Curriculum Development, *Curriculum Research, *Elementary School Teachers, *Methods Courses, Models, Student Teaching, Teacher Education
This paper describes the evolution of a model for expanded teacher education initiated by the Minnesota School Science and Mathematics Teaching Project (MINNEMAST) and later developed as an experimental college-school project (called Project Interface) within the Division of Elementary Education at the University of Minnesota. The report details a systems model for evaluating curriculum change using behaviorally stated criteria which are measured within the student teaching framework and the college laboratory. A conceptual model is presented suggesting conjunctions of various methods courses with standard elementary school subjects. (Author/JB)

ED 079 239 SP 006 629
Benedict, Paul L.
A Process for Becoming a Teacher.
Pub Date Nov 72
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Field Experience Programs, Learning Processes, *Learning Theories, *Preservice Education, *Secondary Education, *Teacher Education Curriculum, Teaching Experience
This secondary teacher education program is based on the following assumptions: a) learning is accomplished through the individual; b) learning is a personal concern; c) learning occurs through exploration and experimentation; and d) learning is a blend of experiences, hopes, and ideas. Jointly sponsored by RHAM High School and the

Secondary Education Department at Eastern Connecticut State College, the program focuses on the development of the participant in relation to his own and society's purposes in secondary education, the participant as a teacher and human being, his relationship with his students, the nature of the learning process, and the nature and content of his major field of study. These objectives are implemented through university course work, seminars, a 4-hour per week practicum at RHAM High School (which is lengthened to a full-time field experience) and independent study. Four more schools have become involved in the program during the academic year 1972-73, and a program for evaluation is being designed. (BRB)

ED 079 240 SP 006 632

Rothney, John W. M.

Evaluating and Reporting Pupil Progress. What Research Says to the Teacher Series. No. 7.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 72

Note—36p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 387-11812, No price quoted)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Academic Achievement, Individual Characteristics, Personality Tests, *Psychological Evaluation, *Student Evaluation, Test Construction, *Tests, *Test Validity

This booklet, one in a series entitled "What Research Says to the Teacher", deals with the evaluation and reporting of pupil progress. An introduction discusses briefly the purposes, criteria, and methods of student evaluation. Section I examines the standard criteria for student achievement: school marks, standardized tests, curves, essay tests, and teacher-made objective tests. A second section asks questions concerning the personal-social development of the student. The concept of using checklists and rating scales to measure such variables as character and citizenship is discussed, as are other forms of personality rating and character description. Section III considers the proper time for evaluation, as a categorizing method or as a diagnosis. Also briefly discussed are report cards, cumulative records, and teacher attitudes toward reporting student progress. (JB)

ED 079 241 SP 006 635

NEA Research Bulletin, Volume 50, Number 2.

National Education Association, Washington, D.C. Research Div.

Pub Date May 72

Note—32p.

Available from—Research Division, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($.60)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Community Colleges, Illiteracy, *Literature Reviews, *Reference Materials, *Research, *Research Reviews (Publications), Special Education Teachers, Teacher Aides, Teacher Attitudes

This research bulletin details a number of topics centered around the general area of education. A short discussion of reported research findings is given for the following topics: teacher attitudes toward teaching, free time for teachers, teacher lunch periods, the evaluation of school personnel, special subject teachers in elementary education, teaching in community and junior colleges, the world problem of illiteracy, teacher absence on religious holidays, and teacher aides as help for classroom teachers. Tables of data are included with each discussion. (JB)

ED 079 242 SP 006 636

Project PROBE. Final Program Report.

Catskill Area School Study Council, Oneonta, N.Y.; Oneonta City School District, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date May 71

Note—82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Development, *Economic Education, *Economics, *Elementary Education, Kindergarten, *Secondary Education, Teacher Education

Identifiers—New York, Project PROBE

Project PROBE in cooperation with the State University College at Oneonta implemented a broad program to upgrade the economic literacy and teaching skills of classroom teachers throughout the project region. These activities included offering courses for college credit to both elementary and secondary teachers in which new ideas and concepts in the teaching of economics would be explored. Since it was found that individual teachers and entire school systems had no planned program for the teaching of economics in their social studies classes, a curriculum guide in economics education for grades kindergarten through eleven was developed. The 1969-70 academic year focused on the implementation and evaluation of those materials. Results indicated that students showed significant gains (at an .05 level of significance) in critical thinking skills through economic education. (Author/JB)

ED 079 243 SP 006 637

Csapo, Marg

Practice What You Teach - An Attempt Towards Individualized Instruction.

Pub Date [72]

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, *Course Objectives, *Emotionally Disturbed Children, *Exceptional Child Education, Exceptional Children, Imitation, Peer Teaching, Performance Based Teacher Education, *Performance Criteria

If one assumes the validity of the maxim of practicing what one preaches, it is not sound to train student teachers to teach exceptional children while ignoring the student teachers' individual differences in a rigid classroom system. A special education course dealing with emotionally disturbed children was designed as an attempt towards individualized instruction of teacher trainees. The educational objectives for the course were stated behaviorally: teacher trainees were to ignore inappropriate behavior and attend appropriate behavior; performance criteria were clearly stated and different responses were required from students. Results indicated that the students felt that having objectives and requirements expressed behaviorally and precisely presented the student with a clear picture of the course expectations. Peer teaching, or peer tutoring, was considered a valued experience. The appreciation of individualized teaching for specified objectives for emotionally disturbed children became a total experience both at course and classroom level. (JA)

ED 079 244 SP 006 638

Kulawiec, E. P.

Observation - A Losing Art in Teacher Training.

Pub Date [72]

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Observation Techniques, *Lesson Observation Criteria, Observation, *Observational Learning, Preservice Education, Student Teachers, *Teacher Education

The observation period traditionally has served as a time of transition between the study of educational theory and the actual practice of teaching. It has been a time for the trainee to observe–unpressured–the teaching process and to note important teacher-learner behavior. Observation in teacher training–as in medical school–is an art; it can only be perfected with practice, and hopefully it will be continued and stressed as a tool for diagnosis or learning behavior. (JB)

ED 079 245 SP 006 639

Skipper, Charles E.

Personal Attributes of Intellectually Gifted Teacher Candidates and Their Implications for Student Identification.

Pub Date [70]

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aesthetic Education, *Student Motivation, *Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Influence, Teacher Role

This study describes the personality attributes of intellectually gifted female secondary teacher candidates compared to an unselected sample of female secondary candidates to determine what, if any, unique personal characteristics differentiate the two groups and to suggest certain attributes that might be acquired by their students through the process of identification. Gifted candidates' positive attitudes towards teaching indicate they will probably have harmonious interpersonal relationships with their students, which should enhance the possibility of student identification and may help improve society's attitude towards intellectual excellence. Gifted teacher candidates are not utilitarian in their values and express a strong desire to know and understand the meaning of life. An important finding is the dichotomy between scientific and artistic interests of the gifted candidates who are decidely scientific in their interests with a lack of artistic affairs. These findings suggest students might identify more closely with the gifted teachers rather than with the unselected group. (Author/JA)

ED 079 246 SP 006 640

Letson, Robert J.

The Profession Looks at Teacher Education.

Pub Date [70]

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, College Supervisors, Cooperating Teachers, *Opinions, Program Attitudes, *Questionnaires, *Secondary Education, Student Teachers, *Surveys, Teacher Education

The Secondary Education Department of the College of Education, University of Arizona conducted research, using a modified Delphi technique, to seek clarification of the behavioral goals for its teacher education program. The technique was designed to develop a consensus among experts through successive questionnaires which permit the individual to rate the importance of variables until a consensus is reached. This specific research consisted of three questionnaires: a) an open-ended questionnaire, b) a summary of opinions obtained which the participant would rate according to their importance, and c) a questionnaire involving group ratings indicating areas of consensus. Respondents to the questionnaires included administrators, cooperating teachers, student teachers, college of education faculty, students, and college supervisors. (Details of specific questionnaire items and outcomes of the research are given in the conclusion.) (JB)

ED 079 247 SP 006 642

Page, William D.

Toward Better Preparation of Language Arts and Reading Teachers.

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Elementary Education, *Graduate Students, *Inservice Education, Language Arts, *Reading Instruction, Reading Programs, *Student Teaching, *Teacher Education

Combing experienced teachers (i.e., teachers in graduate programs in reading or language arts) and preservice reading students in methods courses is not a new idea, but the practice is not prevalent. Most teacher preparation institutions still run the initial language arts and reading courses before student teaching and independent or input other than the instructor and the library. Largely the problem of combined programs lies in scheduling: evening sessions must be scheduled in order that the graduate students may attend. Preservice students, however, could begin classes in midafternoon; then the graduate students and teachers enrolled in reading programs could join together for a combined session. Afterwards, the experienced group could finish their evening course separately. The benefit of this combined session is a synthesis of practical realities and youthful expectations of what should be. (JB)

ED 079 248 SP 006 646

Fuller, Frances F.

Putting It All Together: An Attempt to Integrate Theory and Research About Self Confrontation in Teacher Education.

Pub Date 73

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Feedback, *Individualized Instruction, *Self Concept, Self Congruence, *Teacher Education, *Video Tape Recordings

A psychodynamic view posits that persistence of behavior change requires modification of a more or less permanent, spontaneous behavior potential which is partially outside the person's awareness and control. A review of the research and theoretical literature between 1960 and 1972 about video playback and other kinds of self-confrontation in education and psychology suggests an eclectic dynamic view. Video playback seems a powerful placebo with potential for harm as well as help. The change process includes stress; intense focus of self; identification of discrepancies among experience, observation, and goal; general activation of the system; increased realism; disruption of behavior; reassembly of behavior; and changes in discrepancies. Interacting upon outcomes are characteristics of the subject, the performance, the feedback, the focus, the focuser, the feedback situation, the subsequent real-life situation; and opportunities for elicitation, assembly, and continued use of behaviors. Application requires a systems approach including various subject, treatment, and context combinations for various outcomes. This system is called Personalized Teacher Education. (Author)

ED 079 249 SP 006 647
Levine, Michael M.
The Role of Redundancy in the Assessment of the Effectiveness of Teacher Communication.
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Change, *Information Theory, Kindergarten Children, *Redundancy, *Teacher Behavior

Recent events in behavior modification stimulated application of communication theory to teacher behavior and classroom management. For the purposes of this present investigation, it was assumed that criteria of effective communication are highly dependent on the phenomena of redundancy and consistency, which are both of major importance in any discussion of communication. Consistency is related to the behavior of the communicator, while redundancy pertains to the informational contents of the message itself. Redundancy is both necessary and sufficient for the existence of effective communication because its existence implies both the presence of excess information and a shored communication system build up over a period of time. Primary subjects of the observation were three kindergarten teachers. The teachers were given feedback on the first period and were asked to follow these instructions to become more redundant communicators. Results indicated that on a theoretical level communication theory does provide a valuable alternative paradigm to the operant model used in behavior modification studies. On a pragmatic level results indicated that A/O (attending and orientation) behaviors may be somewhat less important than was previously considered. (Tables are appended.) (JA)

ED 079 250 SP 006 648
Soares, Louise M. Soares, Anthony T.
The Effect of Analyzing Teacher Behavior on Self Concepts of Teachers.
Pub Date May 73
Note—6p.; Paper presented at the Annual Meeting of the Eastern Psychological Association, Washington, D.C., May 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Interaction Process Analysis, *Self Concept, *Self Congruence, *Student Teachers, *Teacher Behavior, Teacher Education

An experimental group of student teachers (N=33) exposed to Flander's Interaction Analysis significantly increased self-concept scores; controls did not. It was concluded that a higher self-image occurred partially because of an increased awareness of the verbal interaction in the classroom and improved interpersonal climate. (Appropriate tables showing results are included as appendixes.) (Authors)

ED 079 251 SP 006 649
Villeme, Melvin G.
Attitude Changes in Introduction to Teaching Classes.
Pub Date [72]
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitude Tests, *Changing Attitudes, Educational Attitudes, *Education Courses, *Preservice Education, *Student Attitudes, *Teacher Education

Working on the assumption that teacher educators should develop attitudes in education majors that are consistent with the philosophy of most educators today, this study tried to ascertain if there is a change in attitudes in the direction of accepted educational philosophy as a result of taking the course "Introducti to Teaching." The course at the University of South Florida is an elective open to any freshmen on a pass-fail only basis; it emphasizes tutoring experiences and group discussions. The Minnesota Teacher Attitude Inventory was the instrument used to measure the attitudes of the students. The results indicated that there was a significant change in attitudes over the period of the course. Limitations of this study relate to the permanency of the changed attitudes and the lack of a control group of freshman not taking the "Introduction to Teaching" course. But the study did suggest that changes of attitudes were taking place in a short time span. A follow-up study is warranted to suggest if particular methods do make a difference in attitude changes. (JA)

ED 079 252 SP 006 650
Bondi, Joseph C.
A New Kind of Teacher for the New Middle School.
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Flexible Scheduling, Grade Organization, Individualized Instruction, *Middle Schools, *Preservice Education, *Student Characteristics, *Student Teacher Relationship, *Teacher Characteristics, Team Teaching

The rapid growth of the middle school has necessitated the formation of a new teacher education program. Until the present time, the middle school teacher has received in-service training at the elementary and secondary levels. This method has proved to be inadequate and a preservice education program that is neither elementary nor secondary has been proposed. With the initiation of this program, an investigation was begun of the characteristics of the middle school teacher. This new kind of teacher should not only like working with 10-14-year-olds, but should also be sensitive to their emerging independence, heightened insecurity, and divergent interests. An internship period for the preservice participant would strengthen the student/teacher relationship. The ability of the middle school teacher to cooperate with other teachers was deemed necessary because of the extended use of team teaching. Because problems in reading and communication skills are prevalent in the middle school, the teacher should know how to prescribe for these problems individually. The preservice education program should then include courses and experiences which would aid in dealing with these problems. The program should also include flexible scheduling because of the various courses offered to the middle school student. A list of activities and a model schedule from the Desoto Middle School, Arcadia, Florida were included. (BRB)

ED 079 253 SP 006 651
Marland, S. P., Jr.
A Profession of Change.
Pub Date Jun 73
Note—10p.; Speech given before the Graduate Commencement, Rhode Island College, Providence, Rhode Island, June 8, 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Class Size, Differentiated Staffs, *Educational Change, *Effective Teaching, Flexible Scheduling, Paraprofessional School Personnel, *Student Teacher Ratio, *Teacher Role, *Teaching

The U.S. education system is perhaps history's greatest social achievement. But recognition of its success should not serve to obscure its shortcomings. There must be a stop to improving and muddling through with makeshift responses to the pressure of events. Instead, there should be plans to carry out a reasoned, rational, and practical reform of the teaching profession. Pupil-teacher ratios have been given major consideration over the past 10 years. Now, however, it is not realistic to talk of pupil-teacher ratios of 20 to 1 or 15 to 1; first, it is too costly, and second, there is evidence that flexible class grouping—large and small—makes for the most effective education. Differentiated staffing, flexible staffs, and the utilization of paraprofessionals must all be examined for their value potential in education today. (JA)

ED 079 254 SP 006 652
Mobile Teachers' Retirement Assistance Act: Hearing Before the General Subcommittee on Labor of the Committee on Education and Labor, House of Representatives, Ninety-second Congress, Second Session on H.R. 10216.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date Aug 72
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Legislation, *Faculty Mobility, *Teacher Employment, *Teacher Retirement, Teacher Salaries, Teacher Welfare, *Teaching Benefits

This document is the text of hearings by the U. S. House of Representatives on the Mobile Teachers' Retirement Act. The purpose of the act is stated as follows; Since the transfer of qualified teaching personnel from a school in one state to one in another is impeded by the teacher's fear of forfeiting retirement benefits, the act will facilitate the said transfer by providing federal assistance in the transfer of credits from one state to another. Included in this record is a summary of the act's provisions and the text of statements and testimony from among others, Elizabeth Berry of the Coalition for the Advancement of the Role of Women, Carl J. Mengel of the American Federation of Teachers, the National Retired Teachers Association, and the American Association of Retired Persons. (JA)

ED 079 255 SP 006 653
Baskin, Barbara Harris, Karen
Professional Preparation for School Librarians: The Exceptional Child and the Library.
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Education, *Exceptional Students, *Library Education, Library Facilities, Library Instruction, *Library Programs, Library Services, *Special Education

The current trend in special education is towards a policy of rapid integration of mildly or moderately disabled children into the regular classroom. The movement towards multi-age grouping, open classrooms, and other varieties of mixed grouping will call for drastic changes in the librarian's repertoire due to the extended heterogeneity of user groups. Accordingly, Louisiana State University in New Orleans has expanded its curriculum in library science by developing a course on library science for the exceptional child. This course explores problems such as the nature of exceptionality and the implications for learning, objectives of the program, physical plant considerations, professional literature, and integrating function. (JA)

ED 079 256 SP 006 654
Dean, Ken
Supervision of Student Teachers: How Adequate?
Pub Date [71]
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Criteria, Evaluation Methods, *Preservice Education, *Student Opinion, *Student Teachers, Teacher Education, *Teacher Guidance, Teacher Orientation, *Teacher Supervision

This study attempted to ascertain how adequately student teachers are supervised by college supervisors and supervising teachers. Questions to be answered were as follows: a) How do student teachers rate the adequacy of supervision given them by college supervisors and supervising teachers? and b) Are there significant differences between ratings of adequacy of supervision given student teachers by college supervisors and by supervising teachers? The data were collected from responses to rating scales administered to 222 elementary and secondary student teachers of three training institutions. Frequency distributions were made to determine the number and percent of student teacher responses to each item of the instrument. Then, mean ratings of college supervisors and supervising teachers were compared by use of the "t" test of correlated samples. (Tables of frequency distributions and mean ratings are appended.) (JA)

ED 079 257 SP 006 655
School Volunteers: Districts Recruit Aides to Meet Rising Costs, Student Needs.
National School Public Relations Association, Arlington, Va.
Pub Date 73
Note—68p.

Available from—National School Public Relations Association, 1801 N. Moore St., Arlington, Va. 22209 (Stock No. 411-12852)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Educational Programs, *Paraprofessional School Personnel, Program Administration, Program Development, Teacher Aides, *Voluntary Agencies, *Volunteers, *Volunteer Training

This booklet explains the volunteer as a necessary and expanding part of the school district's educational team. The benefits and drawbacks of volunteerism are presented, with stress on the indication that problems incurred by the school districts can be solved. The planning, coordination, supervision, direction, and usage of volunteer programs are emphasized; examples of specific school volunteer programs across the United States are given. Explained are the use of students as tutors in these programs, the importance of recruiting and placing volunteers, and approaches toward evaluation. Five sample volunteer programs are presented, exemplifying a) a large, urban program (Los Angeles); b) an urban program which combines individual and organizational resources (Denver); c) a program jointly sponsored by a school district and a service organization (Boise, Idaho) d) a comprehensive statewide program (New Hampshire); and e) a cross-age teaching program (Ontario-Montclair, California). Twelve selected references are included along with addresses where further information can be procured. (BRB)

ED 079 258 SP 006 656
Komulainen, Erkki
Investigations into the Instructional Process. VIII. On the Problems of Variable Construction from Flanders' Interaction Matrix with Special Emphasis on the Stochastic Nature of Classroom Communication.
Helsinki Univ. (Finland). Inst. of Education.
Pub Date Feb 73
Note—86p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Standards, *Factor Analysis, *Instruction, *Interaction Process Analysis, Lesson Observation Criteria, *Sequential Approach, Sequential Learning, *Student Behavior
Identifiers—Sequence Analysis

The Instructional Process Analysis Project (IPA) is a study jointly undertaken by the Nordic countries in 1967. The present study discusses a methodological problem area of very narrow scope within the IPA project. The general aim of the study is to examine the factor-analytical method of sequence analysis and to produce variables that measure the appearance of sequential tendencies. Also, the study will measure the process from the starting point of transition probabilities between the elements. The specific aims fall within three main areas: a) the reliability of measures of classroom behavior and their practical utility, b) the inverse factor analysis of sequences of interaction that may occur within the framework of lessons and that characterize only the lessons of a certain type, and c) the factor analysis of sequences of interaction that occur within the framework of lessons and whose basic form remains the same but whose relative frequency varies from lesson to lesson. The first part of this report summarizes the contents of earlier reports. (JA)

ED 079 259 SP 006 657
Wilson, Leon L. And Others
A Guide for Conducting a Teacher Self-Improvement Program.
Central Arkansas Education Center, Little Rock.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Jun 72
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Improvement Programs, *Inservice Teacher Education, Instructional Media, *Student Teacher Relationship, *Teacher Education Curriculum, *Teacher Improvement, Verbal Communication, Video Equipment

This guide is designed to assist school personnel in the implementation of a self-improvement program for in-service teachers. The guide details the organization of the program around seven units: a) orientation, b) the study of teacher/student behavior, c) Flanders Interaction Analysis system, d) analysis of classroom verbal interaction, e) interpretation of the matrix, f) instructional activities for video tape, and g) evaluation. For each unit objectives, content, resource materials, and filmstrips are specified. (The entire program consists of 10 large- and small-group sessions, each two and one-half hours long, and three one-half hour individualized sessions.) The appendixes include information on critiquing procedures, supplementary activities, informal education, video tape evaluation instruments, and video equipment costs; a program summary; a participant reaction sheet; and feedback questionnaires. A bibliography on behavioral objectives, interaction analysis, and teacher/pupil relationship is presented. (BRB)

ED 079 260 SP 006 659
Newcastle, Helen
A Study of Teachers' Classroom Questioning and Responding Techniques.
Pub Date [70]
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Observation Techniques, Classroom Techniques, Elementary Education, *Interaction Process Analysis, *Questioning Techniques, *Student Teacher Relationship, *Teacher Response, Teaching Techniques, Verbal Communication

This study described and analyzed questions that teachers ask their pupils and investigated the teachers' responses to their pupils' answers. An attempt was made to determine if teachers from different grade levels used different question-and-answer techniques during daily classroom interaction. Two hypotheses were investigated: a) no significant differences were found between second- and fifth-grade teacher groups in oral interrogatory soliciting techniques and b) no significant differences were found between second- and fifth-grade teacher groups in oral interrogatory responding techniques. Thirty minutes of verbal interaction between 10 second-grade and 10 fifth-grade teachers and their students were analyzed by five readers. The soliciting techniques were categorized according to memory; associative, ratiocinative, evaluative, and clarifying behavior; skill demonstration, rhetorical behavior, managing the classroom, and controlling behavior. The responding techniques were grouped under accepts or praises, clarifies, corrects, criticizes, asks a question, directs, and lectures. Analysis yielded acceptance of both hypotheses. Some conclusions of the investigation are a) classroom interaction emphasizes clarification of ideas, memory, and ratiocination and b) similarity between the two teacher groups was most pronounced in the responding technique. (Four tables of statistical data are presented.) (BRB)

ED 079 261 SP 006 660
Terminal Evaluation: Alton Area Supplementary Education Center 1967-1970.
Alton Community Unit School District 11, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.
Pub Date Jun 70
Note—214p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Consortia, Curriculum Development, Inservice Teacher Education, Instructional Materials, *Instructional Materials Centers, *Interinstitutional Cooperation, *Media Selection

The major purpose of the center has been to improve the quality of instruction in the participating schools by providing in-service training to teachers in the use of instructional materials and equipment. At the onset, four global objectives were established to a) integrate more media (i.e., filmstrips, books, slides) into the teaching curriculum. b) implement ideas and techniques that are presented in the in-service training program, c) disseminate information to educators in the area about successful educational practices, and d) evaluate the effectiveness of the programs that the center runs. (Ten appendixes, comprising 50 percent of the document, describe the center and its operation.) (Author/JB)

ED 079 262 SP 006 662
The 1970-71 Revision of the Five-Year Master Plan for Inservice Teacher Education.
Pinellas County District School Board, Clearwater, Fla.
Pub Date 1 Jun 70
Note—221p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, *Graduate Study, Higher Education, *Inservice Teacher Education, *Teacher Education
Identifiers—Florida

GRADES OR AGES: Masters program. SUBJECT MATTER: In-service Teacher Education, varied topics. ORGANIZATION AND PHYSICAL APPEARANCE: Each course listing provides a statement of specific and general objectives, a brief description, and a method of evaluation. OBJECTIVES: Course objectives are listed individually. INSTRUCTIONAL MATERIALS: None listed. STUDENT ASSESSMENT: Provision is made for student assessment of individual courses. (JB)

ED 079 263 SP 006 663
Beauty Products and the Consumer.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 72
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consumer Economics, *Consumer Education, *Cosmetology, Health, *Health Education, Health Facilities

GRADES OR AGES: High school. SUBJECT MATTER: Consumer education especially as it concerns the consumer's desire for beauty. Included are considerations of cosmetics, health spas, reducing salons, wigs, and jewelry. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is discursively organized through the topics listed above. The physical appearance of each page is three columns; they are labeled "Understandings (Desired)," "Suggested Pupil and Teacher Activities," and "Source." OBJECTIVES AND ACTIVITIES: Under the column heading "Suggested Pupil and Teacher Activities" are listed sample teacher questions, random ideas, and possible assignments. INSTRUCTIONAL MATERIALS: Under the column heading "Source" are listed reports, books, and articles, some of them referring specifically to the listed activities and some of them serving as recommended readings. STUDENT ASSESSMENT: No provisions indicated. OPTIONS: The guide is suggestive only. (JA)

ED 079 264 SP 006 664
Symposium on Research and Reform in Teacher Education. Part I.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date Mar 73
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Educational Change, *Educational Development, *Educational Research, Effective Teaching, Literature Reviews, Microteaching, *Research Problems, Symposia, *Teacher Education

This document is a collection of summaries of recently published projects prepared for participants at the British symposium on research and reform in teacher education. The symposium was one of a series initiated by the Council of Europe's Educational Research Committee. The document is divided into three parts: Teachers (which includes abstracts grouped under the headings of recruitment, teacher attitudes, job analysis, and views of research priorities); Courses (with headings of organization and content, educational technology, microteaching, and postinitial training); Probationary Period; and Effectiveness and Efficiency (with headings of evaluation of training and teachers' effectiveness). Some summaries are in French. (JA)

ED 079 265 SP 006 665
Symposium on Research and Reform in Teacher Education. Part II.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date 1 Mar 73
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Policy, *Inservice Education, Legislation, *Preservice Education, *Teacher Education, *Teaching Programs
Identifiers—Europe

This document reproduces the results of many inquiries concerning teacher education reform that have been undertaken in Europe since 1970. Throughout these essays, a number of common themes appear, such as the need for intensified

in-service training, the unification of the teaching profession, training for all teachers at degree level, the establishment of teacher centers, greater emphasis on educational sciences and preservice induction, and the exploration of new teaching forms. (Some articles in French and German are not translated.) (JB)

ED 079 266 SP 006 666

Guidelines for Professional Preparation Programs for Personnel Involved in Physical Education and Recreation for the Handicapped.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 73

Grant—OEG-0-72-5454-233563

Note—79p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, Handicapped, *Physical Education, *Professional Training, *Recreation, *Therapy

Identifiers—National Therapeutic Recreation Society

Physical education and therapeutic recreation sections, although separately developed, are related in this guide for professional preparation. Emphasis is on competencies required to perform various roles in each of the areas; alternative ways for students to gain competencies; and flexibility to individualize programs in terms of background, experience, and role/position expectations. The adapted physical education section deals with three specific roles: teacher, specialist, and supervisor. The therapeutic recreation section deals with roles, functions, performance, goals, illustrative learning experiences, resources, and assessment procedures. The importance of relevant practicum experiences is emphasized in both sections. Five appendixes are included. (Author/JB)

ED 079 267 SP 006 667

Rafky, David M. Beckerman, Marvin

Teachers' Acceptance of Innovations: Self-Interest, Altruism, and Professionalization.

Pub Date [71]

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Altruism, Behavior Change, *Educational Innovation, Self Reward, *Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics

What are the relative effects of self-interest and altruistic motives on teacher acceptance of educational innovation after the effects of the following classes of variables have been taken into account: personal attributes, characteristics of the school system, characteristics of the school, career patterns, and psychological predispositions? Using a method of partial and multiple correlation, it was found that the willingness of 240 elementary school teachers to devote time and effort to the implementation of 15 new programs is more strongly related to self-interest than to altruism. The findings do not fit the model of professionalization proposed by Flexner. In addition, it was found that Miller's inventory of change-proneness is unreliable and multidimensional and appears to lack content validity. (Author)

ED 079 268 SP 006 668

Hill, Shirley And Others

Adaptive Teaching for Effective Learning: A Team Approach to Elementary Teacher Preparation.

Pub Date [73]

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Effective Teaching, Elementary Education, *Field Experience Programs, *Performance Based Teacher Education, Performance Criteria, *Preservice Education, *Student Teaching, *Team Teaching

Identifiers—California State University

This pilot program in elementary teacher preparation was performance based, field centered, and team taught. The goals of this program were a) the development of the student's perception of himself as an individual and a professional person; b) the ability to describe the characteristics and conditions for effective learning; c) the design and implementation of learning tasks which were geared to individuals and groups of children; d) the exploration of learning environments designed to promote positive learning outcomes; and e) the design, utilization, and evaluation of various instructional strategies. The program consisted of two phases: Preprofessional Experience and Student Teaching. Phases I and II were supplemented by seminars and evaluations by cooperating teachers, principals, student, and university professors. Phase II presented the performance objectives of the program. (The program's implementation and evaluation are discussed along with recommendations for future programs. The appendix relates the responsibilities of the cooperating teacher, student participant, building principal, and university professor to the program.) (BRB)

ED 079 269 SP 006 670

Operation Sports, Health and Recreation Program. Reprint 1972.

Texas State Dept. of Mental Health and Mental Retardation, Austin.

Pub Date 71

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Athletics, *Mental Retardation, *Physical Activities, *Physical Education, *Recreation, Teaching Methods, *Therapy

This publication provides a variety of activities that have been useful in developing and conducting physical education and recreation programs at residential centers for mentally retarded persons throughout Texas. Easy-to-learn activities of this sports, health and recreation program (Operation SHARP) are presented in ways that minimize necessity for background, training, or experience in physical education or recreation. The activities, methods, and approaches which are reported can be used by personnel in residential facilities, day care centers, schools, recreation programs, or in other settings to establish physical education and/or recreation programs for mentally retarded participants or to upgrade and/or expand existing programs. Practical and functional sections provide information about methods, approaches, and procedures for parachute play, tire activities, cage ball games, low organized games, tumbling, combatives, circuit training, tini-klink and rhythms, and arts and crafts. General teaching methods and suggestions along with additional contacts and sources for program information are included. (Author)

ED 079 270 SP 006 675

Otten, Jane, Ed.

An Experiment in Planned Change: The Urban Teacher Education Planning Grant Program of the American Association of State Colleges and Universities.

American Association of State Colleges and Universities, Washington, D.C. Office of Urban Programs.

Spons Agency—Sears-Roebuck Foundation, Skokie, Ill.

Pub Date Apr 73

Note—84p.

Available from—Office of Urban Programs, AASCU, Suite 700, One Dupont Circle, N.W., Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Educational Finance, *Grants, Higher Education, *Program Descriptions, *Program Proposals, Teacher Education, *Urban Education

The American Association of State Colleges and Universities in conjunction with the Sears Roebuck Foundation offered financial support to various state colleges and universities which were planning innovative programs for educating inner-city teachers. Twenty-two schools submitted proposals, and five were selected for funding after a stringent review process. The institutions awarded grants were California State University, Los Angeles; Chicago State University; Rhode Island College in Providence; The University of Toledo; and Weber State College in Ogden, Utah. (The programs are described in this document.) (JB)

ED 079 271 SP 006 676

Haberman, Martin

Extremism or Equity in the Governance of Teacher Education.

Pub Date [73]

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Certification, College Faculty, *Governance, State Supervisors, Teacher Associations, *Teacher Certification, *Teacher Education, *Teacher Educators, *Teacher Supervision

This paper is a consideration of what would happen to teacher education programs if they were controlled exclusively by school districts, arts and science faculty, state department personnel, or classroom teachers themselves. The pressures that are exerted by each of these constituencies are discussed in terms of their potential effects on both the content and administration of approved programs in teacher education. (Author/JA)

ED 079 272 SP 006 677

Bowman, Owen Berry, J. N.

Perception of the Teacher Aide's Role: A Child's View.

Pub Date Dec 72

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Early Childhood Education, *Kindergarten, *Preschool Programs, Student Teacher Relationship, *Teacher Aides

This document examines the role of the aide in a Title I program as she is perceived by the children of that program. It presents a general summary of findings, a sample questionnaire given the children, and data from taped interviews with interpretive remarks by the author. (JB)

ED 079 273 SP 006 678

Rockarts, Dorothea Grace

An Experimental Approach for the Personalization of a Teacher Education Program. Final Report.

Alabama Univ., Tuscaloosa. Coll. of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-0-D-055

Pub Date 30 Apr 73

Grant—OEG-4-71-0018

Note—94p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cooperating Teachers, *Counseling, Educational Counseling, *Humanization, Individual Counseling, *Microteaching, *Teacher Education

This project attempted to design an experimental model for a teacher education program in the College of Education of the University of Alabama. The model attempted to identify students' concerns and problems and to test a novel approach for personalizing their programs through the inclusion of microteaching. Three distinct stages were included. Stage I, the sophomore year, included the administration of a battery of personality and personal preference tests. Stage II, the junior year, consisted of the experimental methods course, the initial counseling session, additional counseling sessions, and a terminal battery of tests. Stage III, the junior/senior year, consisted of follow-up evaluations by cooperating teachers and high school students. The success of the project is best reflected in the concern for students evident in the performance of student teachers who had participated in this project. (An appendix detailing the program comprises 50 percent of the document.) (Author/JB)

ED 079 274 SP 006 679

Aubertine, Horace E.

The Evolution of Performance Based Teacher Education Programs.

Pub Date Feb 73

Note—14p.; Paper presented at the American Educational Research Association, February 1973, New Orleans, Louisiana

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational History, Pacing, *Performance Based Teacher Education, *Performance Criteria, *Systems Approach, Teacher Education, *Teaching Models, *Teaching Techniques

This document is a discussion of a systemized approach to education theory and practice, especially as it applies to performance-based teacher education. The author uses as the basis of his discussion the physical sciences and their use of approximation models (an illustration of this use is the historical development of the description of matter through atomic theory). For teacher education, the author lists set, pacing, and closure as components comparable to the components of an

atom for integral structure. A model is given, performance based, in which a highly effective orchestration of set, pacing, and closure will increase the probability of a greater number of positive teachable moments. Again, as with the atom, the author finds dynamic yet orderly and disciplined activity in performance-based teacher education, which moves in some direction and serves a generative function. Included is a description of the generation of performance-based teacher education from the early 1960s. The author completes his discussion by stressing the importance of formative evaluation procedures within a program as part of the generative function of performance-based teacher education. (JA)

ED 079 275 SP 006 680
The Bilingual - Bicultural Education Program of the Institute of American Studies, Trinity College.
Trinity Coll., Washington, D.C.
Pub Date 20 Nov 72
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biculturalism, *Bilingual Education, *Cross Cultural Training, Cultural Background, *English (Second Language), Field Experience Programs, Language Instruction, Language Programs, Practicums, *Teacher Education
Identifiers—*Distinguished Achievement Award Entry
The Bilingual-Bicultural Education Program of the Institute of American Studies attempts to develop the sensitivity and skill needed to teach and work in cross-cultural settings. The course of study includes both the modern curricula and methodology involved in the teaching of language and the social and cultural forces inherent in language. Instruction is offered for undergraduate and graduate credit, the latter leading to the Master of Arts in Teaching degree with a concentration in bilingual-bicultural education. A certificate in teaching English to Speakers of Other Languages and Dialects (TESOLD) is also granted. Supplementing course work are practica and field study. These provide the opportunity to apply understandings and skills by working with international students attending the American Language Academy, by bilingual teaching in the schools of the area, or by working with ethnic groups living within the District of Columbia. (Authors/JA)

ED 079 276 SP 006 681
The Preparation, Implementation and Beginning Evaluation of a Revised Undergraduate Elementary Science Teachers Course at Howard University.
Howard Univ., Washington, D.C.
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary School Teachers, *Instructional Aids, *Instructional Materials, *Programed Instruction, Programed Materials, Science Education, Science Teachers, *Teacher Education, Teaching Machines, Teaching Methods
Faced with the current situation of instructional aids that are mediocre and untested, Howard University has revised its undergraduate elementary science teachers course to include instruction on programmed materials. The course is based on the concepts of cybernetics (science of control and communications) and of teaching students the idea of applying the systems approach to the activities of teaching/learning and criterion-referenced testing. Criterion tests with a stimulus-response format and programmed instruction in teaching machines and audiovisual aids were introduced and used in the course. A questionnaire was sent to ex-members of the program to indicate attitudes and use of programmed materials. (JA)

ED 079 277 SP 006 682
Para-Professionals Handbook.
Carroll County Public Schools, Hillsville, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 73
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, Adult Education Programs, *Board of Education Policy, *Paraprofessional School Personnel, *Personnel Policy, *Teacher Aides
This handbook documents the role of the teacher aide as a member of the instructional team in the Carroll County Public Schools of Virginia. The text is divided into five main sections: administrative policies and procedures, degree and licensed program, professional policies, health and safety, and career wage scale for paraprofessionals. The first section explains the responsibilities of the superintendents, school principals, and teachers in relation to the paraprofessional. The second section presents the requirements for all four steps in the career lattice of the paraprofessional: the beginning teacher aide, the teacher aide, the parateacher aide, and the licensed teacher aide. The third section deals with policies that apply to the paraprofessional in a training program, school, and professional organization. The fourth section presents health services available to the paraprofessional and explains rules concerning building and fire safety, accidents, and field trips. The fifth section presents the pay scale for paraprofessionals in Carroll County and the forms used for employee records. (BRB)

ED 079 278 SP 006 684
The C.O.P.E. Program at Washington State University.
Washington State Univ., Pullman. Coll. of Education.
Pub Date 72
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, Field Experience Programs, *Individualized Instruction, *Individualized Programs, Internship Programs, *Performance Based Teacher Education, *Preservice Education, *Teacher Education
Identifiers—*Distinguished Achievement Award Entry
The Competency Oriented Personalized Education Program (COPE) was developed by the Washington State University education faculty as a model of a competency-based and individualized teacher preparation program to meet the needs of a dynamic social enterprise. The essence of the COPE program is a learning model which has three basic stages: knowledge, simulation, and application. Detailed planning, program reviewing, and piloting of the program led to systematic development and a basic innovation in the teacher education program at the university. Content and process are carefully articulated so that the students who are enrolled in the program know what they are attempting to do and why they are doing it. Field experiences are provided to prospective teachers over an extended period of time so that they may have appropriate apprentice and intern level experiences. Evaluation to date has indicated that students and instructors approve of the program and that state universities may develop their own programs. Nevertheless, implementing such a program totally would require fiscal support beyond normal budgetary authorization. (Author/JA)

ED 079 279 SP 006 686
"1983: School as a Concept, Not a Place." A Decade of Transition.
National Education Association, Washington, D.C.
Pub Date 73
Note—28p.; Highlights of the Critical Issues Conference, NEA Convention, Portland, Oregon, June 29-July 1, 1973
Available from—NEA Publishing, Room 609, Section 3132, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Alternative Schools, Collective Bargaining, Educational Accountability, *Educational Environment, Educational Finance, *Educational Improvement, Federal Aid, *Relevance (Education), *Social Problems, *Teacher Role
The 1973 Critical Issues Conference of the National Education Association (NEA) was convened in Portland, Oregon. The 3-day forum combined problems, suggestions, and ideas of delegates and members within the field of education. The topics discussed by politicians and educational leaders included educational unity in the face of crisis, heightened federal aid to education, teacher rights and changing constitutional issues, participatory democracy in schools, minority group teachers, accountability and public responsibility, school finance reform, teacher involvement in politics, the future of collective bargaining, state indoctrination in schools, alternative schools, transactional analysis, students as decision makers, women's liberation, pornography in the classroom, drugs, language and cultural differences in the classroom, and the role of teachers and future shock. (An introductory statement concerning the publication is made by Catharine Barrett, president of NEA.) (BRB)

ED 079 280 SP 006 687
Graybeal, William S.
Trends in Teacher Supply and Demand in Public Schools, 1973-1976.
National Education Association, Washington, D.C. Research Div.
Pub Date Jun 73
Note—5p.; NEA Research Memo Jun 1973
Available from—Research, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (No price quoted)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Beginning Teachers, Schools of Education, *Teacher Education, *Teacher Employment, Teacher Shortage, *Teacher Supply and Demand
This research report contains a descriptive analysis of tables on present and projected statistics of teacher supply and demand in the United States. Included are tables on enrollment in teacher education in 67 institutions, 1969-70 to 1972-73, by level; on graduates prepared to teach and graduates receiving the bachelor's and first professional degree, 1968 to 1972, and projections to 1976; and on the projected supply and demand for beginning teachers in public schools, 1972 to 1976. It is indicated in this last table that if the projected number of teacher education graduates is realized and if the trends towards improved school staffing continue, there may be annual reductions in the oversupply of beginning teachers from 1974-75 on. (JA)

ED 079 281 SP 006 690
[Information Package on "Accountability."]
National Education Association, Washington, D.C.
Pub Date 73
Note—35p.
Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. (No price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, Educational Practice, *Evaluation Criteria, National Surveys, *Program Effectiveness, Public Support, *School Responsibility, Teacher Responsibility
This document is an information package on accountability from the National Education Association (NEA). It is divided into three parts. Part one is a summary of the NEA conference on accountability, which made a number of unanimous recommendations for association action, including motions for program criteria, program evaluation, public information, and teacher training and certification. Part two is "Accountability," a speech by NEA executive secretary Terry Herndon, which advocates stopping the current destructive practices done in the name of accountability and encouraging good practices and good policy growing out of accountability phenomenon. Part three is composed of two large data sheets that present a survey of state activities on educational accountability derived from officials in state departments of education and state education associations. It is indicated that this document is as yet incomplete, presenting only a few details for each state, but it can serve as a composite of the state of the nation in accountability. (JA)

ED 079 282 SP 006 692
Evaluation Systems for Education: Descriptive Abstracts.
National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
Pub Date Mar 73
Note—31p.
Available from—Instruction and Professional Development, National Education Association, 1201 16th St., N. W., Washington, D. C. 20036
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, Criteria, *Evaluation Criteria, *Performance Criteria, Teacher Associations, *Teacher Evaluation, *Teacher Rating, Teachers

This document contains brief abstracts of 13 different teacher evaluation systems; each includes a description of the system and its purpose, an outline of criteria, and an explanation of how it works and where to get further information. It is intended as an aid to teachers and teacher associations in assessing the appropriateness of a variety of evaluation systems. (JB)

ED 079 283 SP 006 698
Clark, Paul A. And Others
Development of a Performance Based Teacher Education Curriculum. Final Report.
Milligan Coll., Tenn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No—BR-2-D-058
Pub Date Jul 73
Grant—OEG-4-72-0025
Note—112p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College Curriculum, *Curriculum Guides, *Performance Based Teacher Education, *Performance Criteria, Teacher Education, *Teacher Education Curriculum
Identifiers—Tennessee
GRADES OR AGES: College. SUBJECT MATTER: Developmental psychology, the teaching of reading, teacher education, science for the grades, physical education, health education, teaching a directed reading lesson, music in the elementary school, methods and materials for secondary science teaching, high school reading, methods and materials for teaching English, history and philosophy of education, and learning disabilities. ORGANIZATION AND PHYSICAL APPEARANCE: The material suggests the application of performance-based teacher criteria to a number of courses at Milligan College. The guide is glued and stitched in a soft binding. OBJECTIVES AND ACTIVITIES: Specific objectives are given for each course. Activities are oriented around specified teacher behaviors. INSTRUCTIONAL MATERIALS: Bibliographies are given with each section. STUDENT ASSESSMENT: Performance-based assessment. (JB)

ED 079 284 SP 006 700
Irey, Charlotte, Comp.
Research in Dance II.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 73
Note—94p.
Available from—ASHPER Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 243-25404 $2.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Bibliographies, *Dance, Research, *Research Opportunities, *Research Reviews (Publications)
This volume continues the documentation of research in dance with entries from 1967 to early 1972; a previous volume and supplements covered the years 1901 to 1967. The booklet is divided into two sections. The first section is a 297-item listing of research; entries are alphabetized by author but are grouped under headings which indicate the kind of research (e.g., Doctor's Research, Master's Research, Projects and Grants, Ongoing Research). An index to subject headings is included. The second section lists suggested themes for future dance research; they are grouped by subject. (JA)

ED 079 285 SP 006 701
Wallace, Lu, Ed.
Gymnastics Guide with Official Rules. June 1973 - June 1975.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
Pub Date 73
Note—178p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 (Stock No. 243-25392 $1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Activities, *Athletics, *Exercise (Physiology), *Physical Activities, *Physical Education, Womens Education
Women's gymnastics from June 1973 - June 1975 are discussed. Standards in sports for girls and women are detailed as is the Division for Girls and Women's Sports (DGWS) statement of beliefs. Specific articles dealing with beam routines, handsprings and Yamashita vaults, uneven bar routines, and prevention of injuries are included. The booklet discusses DGWS compulsory routines and presents information on standards for official ratings, the officiating executive board, and techniques of officiating gymnastics. (BRB)

ED 079 286 SP 006 702
Abstracts of Research Papers 1973.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 73
Note—139p.
Available from—AAHPER Publication "Sales, 1201 16th St., N. W., Washington, D. C. 20036 (Stock No. 248-25436, $2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Abstracts, *Health Education, *Physical Education, Recreational Activities
This document is a collection of author abstracts of 129 papers scheduled for presentation at the 1973 Minneapolis convention of the American Association for Health, Physical Education, and Recreation. The papers are roughly grouped in clusters according to subject, but time limits and conflicting schedules prevented rigid subject content headings. The volume is author-indexed. (JA)

ED 079 287 SP 006 703
Cronin, Paul D., Ed.
Riding Standards. The Policies and Operating Procedures of the National Riding Committee 1973-74.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 73
Note—47p.
Available from—AAHPER Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 243-25474 $2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Programs, *Horses, *Physical Education, *Physical Recreation Programs
Identifiers—Horseback Riding
This booklet details the policies and rating procedures of the National Riding Committee. Chapters are devoted to the rating of riders with oral and written tests, the appointment of judges, types of certificates issued, rated rider examination requirements (forward riding section and western section), job placement, and advertising policy and terminology. An annotated bibliography and a sample riding program are listed. (JB)

ED 079 288 SP 006 704
Buell, Charles E.
Physical Education and Recreation for the Visually Handicapped.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 73
Note—69p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington, D.C. 20036 (No price quoted)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Blind, *Partially Sighted, *Physical Education, *Recreational Activities, *Visually Handicapped, *Visually Handicapped Mobility
This booklet describes the visually handicapped in terms of what they can be taught in physical fitness programs. Part I presents a general overview of the blind, attitudes toward the blind, facts about blindness, and educational possibilities. Part II provides information to help personnel in all schools to organize adequate physical activity programs for visually handicapped youth. An annotated bibliography is included. (JB)

ED 079 289 SP 006 705
Directory, Professional Preparation Programs in Recreation, Parks & Related Areas.
American Association for Health, Physical Education, and Recreation, Washington, D.C.; National Recreation and Park Association, Washington, D.C.
Pub Date 73
Note—112p.
Available from—AAHPER Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (No price quoted)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Degrees (Titles), *Directories, *Institutions, *Parks, *Professional Training, *Recreation, Recreational Activities
This is a directory of professional preparation programs in recreation, parks, and related areas. All institutions are alphabetically arranged under three different headings: institutions by state; institutions by educational level (B.A., M.A., Ph.D., A.A., Directorate, and Certificate); and institutions by options (such as camping, outdoor education, older citizens/aging, therapeutic/ill/handicapped). (JA)

ED 079 290 SP 006 707
Gray, James R. Blair, Thomas J.
Characteristics of Recreationists in Northeastern New Mexico. Agricultural Experiment Station Research Report 209.
New Mexico State Univ., Las Cruces. Agricultural Experiment Station.
Pub Date Sep 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Camping, Environmental Influences, Leisure Time, *Natural Resources, *Physical Environment, *Recreational Activities, *Recreational Facilities, *Recreationists
Identifiers—New Mexico
This report investigated the characteristics of summertime recreationists in northeastern New Mexico. A description of the area was given including the physical and economic characteristics. Data were gathered through a modified random sampling procedure. A prepared questionnaire was distributed to recreationists at 13 sites in New Mexico. The results were classified according to geographic origins, distance traveled, travel time, areas visited, recreation activities, party size, frequency of visits, length of stay, income of recreationists, changes in activities with changes in income, and essential facilities or resources. The appendix included the sample questionnaire. (BRB)

ED 079 291 SP 006 709
Boyce, Roberta, Ed. Lowe, Billye J., Ed.
Selected Soccer and Speedball Articles. Sports Articles Reprint Series. Third Edition.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
Pub Date 71
Note—130p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Activities, Athletic Programs, *Physical Education, *Physical Recreation Programs, *Sportsmanship
Identifiers—Soccer, Speedball
Presented is a collection of articles by outstanding authorities on soccer and speedball for girls and women. The articles were selected from 1958-72 "Division for Girls and Women's Sports Guides." Articles are organized under a) Lead-up and Modified Games, b) Teaching and Coaching Techniques, and c) Evaluation and Officiating. (Author/JB)

ED 079 292 SP 006 710
Schmid, Andrea B., Ed.
Gymnastics Guide with Official Rules. June 1971 - June 1973.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
Pub Date 71
Note—194p.
Available from—American Association for Health, Physical Education, and Reacreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 243-25144 $1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Exercise (Physiology), *Running, *Tumbling, Womens Education
Identifiers—Gymnastics
Presented is a general discussion of women's gymnastics. Standards in sports for girls and

women are detailed as is the Division for Girls and Women's Sports (DGWS) statement of beliefs. Various committees, rule guides, and commissions are also briefly mentioned. The booklet then presents a series of related articles and a discussion of DGWS compulsory routines. (JB)

ED 079 293 SP 006 711

Yost, Charles Peter, Ed.

Sports Safety. Accident Prevention and Injury Control in Physical Education, Athletics, and Recreation.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. of Safety Education.

Spons Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Bureau of Community Environmental Management.

Note—328p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 ($6.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Accident Prevention, Health Activities, Health Education, Injuries, Physical Activities, *Physical Education, *Safety, *Safety Education, Safety Equipment

This anthology of articles concerned with injury in sports and safety procedures is divided into three parts. Part One is devoted to general discussions of safety and a guiding philosophy for accident prevention. Part Two develops articles on administration and supervision, including discussions of health examination, legal liability, facilities, equipment, and supplies. Part Three is broken down into nine sections in which individual sports and their safety problems are considered. The nine section headings are safety in team sports (baseball, basketball, soccer, others); safety in individual sports (archery, bowling, others); safety in dual sports (Fencing, judo, wrestling); safety in aquatic activities; safety in open water aquatic sports; safety in winter sports; safety in outing activities (fishing, camping, hunting and shooting); safety in dance and in children's movement (developmental and play activities). Included as appendixes are a suggested outline for a college course in sports safety and copies of questionnaires on sports safety sent out to athletic personnel. (JA)

ED 079 294 SP 006 712

Savage, William H., Ed.

Physical Education for High School Students. A Book of Sports, Athletics, and Recreational Activities for Teen-Age Boys and Girls.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70

Note—369p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. (Stock No. 245-25116 $4.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, Athletic Equipment, *Athletics, *High School Curriculum, High Schools, *Physical Activities, *Physical Education, Specifications, Standards

This book about physical activity was written especially for high school students. It is divided into chapters on different physical events. Among the activities discussed are archery, badminton, baseball and softball, golf, riflery, swimming, tennis, touch football, volleyball, and wrestling. Each chapter contains discussions of the history of the particular sport, rules, and basic skills. Also discussed, when applicable, are basic strategies, safety precautions, etiquette, positions, scoring, and equipment. Books for further reading conclude each chapter. Also included are diagrams of basic positions and scoring methods. (JA)

ED 079 295 SP 006 713

Biles, Fay R., Ed.

Television: Production and Utilization in Physical Education.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 71

Note—85p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 ($2.95)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Educational Television, Evaluation Techniques, *Health Education, Instructional Aids, Instructional Media, *Instructional Television, *Media Technology, *Physical Education, Television

This collection of six essays on ITV (Instructional Television), especially as it concerns physical education, acquaints physical educators who want to produce and use ITV in their classrooms with a step-by-step analysis of the process. The essays cover production of the television series, evaluation methods and their utilization, utilization of television in the classroom, initiation of an ITV series in health or physical education, and realities and potentialities of ITV in physical education. Each essay includes a set of references, and a bibliography ends the volume. (JA)

ED 079 296 SP 006 714

The Training of Judges for Girls Gymnastics. A Script-Workbook to Be Used in Conjunction with a Film and Supplementary Materials.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 71

Note—102p.

Available from—NEA Publication Sales, 1201 16th St., N. W., Washington, D. C. 20036 ($2.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, Athletic Programs, *Exercise (Physiology), Performance, Physical Fitness, *Professional Personnel, *Professional Training, *Tumbling

Identifiers—*Gymnastics, Gymnastics Judges, Judges, Womens Athletics

This manual was designed to accompany the revised version of "Training Judges for Girls Gymnastics," a 16mm black and white sound film available from Association Films, Inc. On the film, the first two routines in each event are shown twice. In the manual, there are three category charts. The first is blank to be filled in by trainees after the first film showing of the event. The second is already filled in with the scores and comments given by a panel of expert judges. This should be compared with the trainees' first chart. The third is blank for the trainees' viewing of the second showing of the film. Rules and comments precede the showing of each event; worksheet samples and appendixes of film rental locations and compulsory exercises are included. (JA)

ED 079 297 SP 006 715

Archery: A Planning Guide for Group and Individual Instruction.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72

Note—63p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D. C. 20036 ($3.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, Athletic Equipment, *Athletics, *Physical Education, *Recreational Activities, *Teaching Methods

Identifiers—*Archery

This instructor's manual for group or individual instruction in archery includes line drawings as illustrations. The manual advances from facilities to beginning instruction and general instructional practices (safety tips, instructional aids, archery etiquette) to intermediate instruction (discussions of causes of faulty arrow flight, analysis of muscles used in shooting, conditioning exercises). Included at the end are a glossary of archer's terms and a selected bibliography. (JA)

ED 079 298 SP 006 716

New Ideas for Bowling Instruction.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70

Note—95p.

Available from—NEA Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Athletic Equipment, Manuals, *Physical Education, Physical Education Facilities, *Physical Recreation Programs, Recreational Activities, Teaching Methods

Identifiers—*Bowling, Bowling Instruction

This document is an instructor's manual for teaching bowling to a wide range of students (elementary school to college) in either a school gymnasium or a teaching station with limited space. The material presented was adapted from teaching methods that had proved successful in diverse situations with many students. The manual is divided into fourteen chapters, including ones on bowling equipment and specifications, bowling etiquette and safety, basic fundamentals of bowling, evaluation and testing, administrative concerns, and bowling opportunities. Also included in the manual are drawings and diagrams, a glossary of bowling terms, a list of useful references and, as an appendix, a brief history of bowling which traces bowling back to the ancient Polynesians. (JA)

ED 079 299 SP 006 717

Shannon, Elizabeth

Manual for Teaching Western Riding.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70

Note—79p.

Available from—NEA Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Exercise (Physiology), *Horses, *Manuals, *Physical Activities, *Physical Recreation Programs, Teaching Methods

Identifiers—Horseback Riding, *Western Riding

This manual for teaching western riding is divided into two parts. Part one is composed of discussions of general aspects of riding instruction. Included are discussions of the basic goals of riding, characteristics of a basic position, styles of holding reins, standing position, and elementary control. Part two is composed of 20 suggested lesson procedures which cover various details of western riding. It is indicated that this section is not a rigid outline or guide; its suggestions are meant to provide the instructor with a definite method for teaching position in a logical progression of steps. The manual is illustrated with drawings and diagrams and is indexed. (JA)

ED 079 300 SP 006 719

Jessup, Harvey M., Ed.

The Little Known Olympic Sports.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72

Note—73p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 16th St., N. W., Washington, D. C. 20036 ($2.95)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Athletes, *Athletic Activities, Athletic Programs, *Athletics, *Physical Education, Recreational Activities

Identifiers—*Olympic Games, Sports

This document is a collection of articles on Olympic events, particularly those that are not as well publicized as some others. Each article was written by an acknowledged expert in the particular field. The introductory article, "The Olympic Story," covers the history of Olympic Games from their origin in Greece to the present. The remaining articles on the little known Olympic events are on archery, fencing, judo, shooting, cycling, canoeing, equestrian sports, yachting, team handball, water polo, pentathlon, biathlon, bobsledding, and luge. Each article contains some historical description, description of rules and equipment specifications, and a run-down of current practices and events. (JA)

ED 079 301 SP 006 720

Stewart, Harriet, Ed.

Selected Field Hockey and Lacrosse Articles. Sports Articles Reprint Series. Third Edition.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 71

Note—130p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Physical Education, *Physical Recreation Programs

Identifiers—Field Hockey, Lacrosse

This collection of articles from 1964-1970 "-Field Hockey-Lacrosse Guides" by the Division for Girls and Women's Sports is the latest in the American Association for Health, Physical Education, and Recreation's "Sports Articles Reprint Series." A special project of the Publications Committee for Girl's and Women's Sports, it is the third edition of "Selected Field Hockey and Lacrosse Articles." (Author)

ED 079 302 SP 006 722

Driscoll, Margaret L., Ed.

Selected Archery Articles. Sports Articles Reprint Series.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 71

Note—128p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 ($1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, Athletic Equipment, *Athletics, Criteria, *Physical Education, *Recreational Activities, Specifications

This is a collection of selected articles from "DGWS (Division for Girls and Women's Sports) Archery Guides" and the "Journal of Health, Physical Education, and Recreation." Included are materials on the historical background of archery, the selection and care of equipment, methods for improving skills at all levels, safety rules, archery programs, tournaments and clinics, archery for the physically handicapped, and field shooting. (JA)

ED 079 303 SP 006 723

Edmondson, Betty V., Ed.

Aquatics Guide with Official Rules. July 1971 - July 1973.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 71

Note—170p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 243-25138 $1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletics, *Physical Education, Recreational Activities, *Swimming, *Swimming Pools

Identifiers—Womens Aquatics

Presented is a general discussion of women's aquatics. Standards in sports for girls and women are detailed as is a statement of beliefs by the Division for Girls and Women's Sports. Various committees, rule guides, and commissions are also briefly mentioned. This booklet then presents a series of related articles and discussions. (JB)

ED 079 304 SP 006 725

Bowers, Carolyn O., Ed.

Selected Gymnastics Articles. Sports Articles Reprint Series. First Edition.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 71

Note—130p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 ($1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, Criteria, *Exercise (Physiology), *Physical Education, Specifications, *Womens Education, *Womens Studies

Identifiers—*Gymnastics, Womens Athletics

This is a collection of the best articles in the "DGWS (Division for Girls and Women's Sports) Gymnastics Guide" from 1963 to 1972. Included are the current Federation of International Gymnastics rule interpretations from the 1972-74 Gymnastics Guide. The articles have been edited to conform with the new rules and regulations from the Federation of International Gymnastics. The articles in this edition are categorized according to gymnastics for the physical education program, specialized skills, theory, and competition. Line diagrams are included as illustrations. (Editor/JA)

ED 079 305 SP 006 726

Knight, Martha, Ed. And Others

Tennis-Badminton-Squash Guide with Official Rules. June 1972 - June 1974.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 72

Note—209p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 (Stock No. 243-25298, $1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Programs, *Athletics, *Physical Activities, *Physical Education, Teaching Techniques, Visual Aids, *Womens Education

Rules in tennis, badminton, and squash for girls and women from June 1972 - June 1974 are discussed. Standards in the sports are detailed along with the Division for Girls and Women's Sports (DGWS) statement of beliefs. Specific articles dealing with teaching techniques, officiating techniques, and rules for tennis and badminton are presented. Introductory information on squash is included along with the United States Squash Racquets Association's singles rules. Bibliographies and lists of visual aids are presented for tennis and badminton. (BRB)

ED 079 306 SP 006 727

Claussen, Connie, Ed.

Softball Guide with Official Rules. January 1972 - January 1974.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 72

Note—170p.

Available from—American Association for Health, Physical Education, and Recreation, Washington, D.C. 20036 (Stock No. 243-25156 $1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Athletics, *Physical Activities, *Physical Education

Identifiers—Softball

This guide, published by the Division for Girls and Women's Sports (DGWS) of the American Association for Health, Physical Education, and Recreation (AAHPER) presents a statement of DGWS beliefs, standards in sports, sources of information and international committee rules. It details various affiliated boards of officials and presents the Official 1972-74 Softball Rules for Girls and Women. A series of related articles on softball is also included. (JB)

ED 079 307 SP 006 728

Thornburg, Mary Lou, Ed. Pitts, Jackie, Ed.

Field Hockey-Lacrosse Guide with Official Rules. June 1972 - June 1974.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 72

Note—178p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 (Stock No. 243-25294 $1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Programs, *Athletics, *Physical Activities, *Physical Education, Teaching Techniques, Visual Aids, *Womens Education

Rules for women's field hockey and lacrosse from June 1972 to June 1974 are discussed. Standards in sports for girls and women are detailed as is the Division for Girls and Women's Sports (DGWS) statement of beliefs. Specific articles on field hockey techniques, skills, services available through the United States Field Hockey Association, rules, and game modifications are included. Articles are also presented on rule changes, skills, and techniques in lacrosse. Bibliographies and lists of visual aids for field hockey and lacrosse are included. (BRB)

ED 079 308 SP 006 729

Clement, Annie, Ed.

Selected Aquatic Articles. Sports Articles Reprint Series. Second Edition.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 71

Note—128p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 ($1.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Athletics, *Physical Education, Physically Handicapped, *Swimming, *Teaching Methods, Teaching Procedures

Identifiers—Aquatics

This is a collection of articles from the "DGWS (Division for Girls and Women's Sports) Aquatic Guides" from 1963-1969. All articles, with one exception, were revised to present the most important contributions for that time period in aquatic activity beyond simple swimming. Included in the selection are articles on fear and the non-swimmer, deep water the first day, swimming for the rehabilitation of the physically handicapped, synchronized swimming, water skiing techniques, and girls' speed swimming. (JA)

ED 079 309 SP 006 730

Wakefield, Frances, Ed.

Track and Field Guide Including Cross Country with Official Rules. January 1972 - January 1974.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 72

Note—170p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 243-25158 $1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, Athletic Fields, Field Houses, *Physical Education, *Physical Education Facilities

Presented is a general discussion of women's track and field. Standards in sports for girls and women are detailed as is a statement of beliefs by the Division for Girls and Women's Sports. Various committees, rule guides, and commissions are also briefly mentioned. The booklet then presents a series of related articles and discussions. (JB)

ED 079 310 SP 006 731

Herndon, Myrtis, Ed.

Selected Fencing Articles. Sports Articles Reprint Series. First Edition.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 71

Note—128p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Athletic Equipment, Athletics, *Physical Education, *Recreational Activities

Identifiers—Fencing

This collection of articles on fencing is "The Division for Girls and Women's Sports (DGWS) Guides" 1946-1971 and the Second National Institute on Girls Sports. It is the latest in the American Association for Health, Physical Education, and Recreation's Sports Articles Reprint Series, a special project of the Publications Area, DGWS. This is the first edition of Selected Fencing Articles. (JB)

ED 079 311 SP 006 732
Wilde, Jackie, Ed.
Volleyball Guide with Official Rules. July 1971 - July 1973.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
Pub Date 71
Note—178p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 (Stock No. 243-25148 $1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Activities, *Athletics, *Exercise (Physiology), *Physical Activities, *Physical Education, Womens Education
Identifiers—Volleyball
This guide for playing women's volleyball dated July 1971 - July 1973 details rules and standards as well as the Division for Girls and Women's Sports (DGWS) statement of beliefs. Specific articles dealing with teamwork, basic fundamentals, suggestions for beginners, a volleyball mini unit, and volleyball visual aids are included. The booklet discusses DGWS official volleyball rules and experimental rules, suggested modifications, and questions and answers on rules interpretations. (JB)

ED 079 312 SP 006 733
Driscoll, Margaret L., Ed. Michalson, Doddy, Ed.
Archery - Golf Guide with Official Rules. June 1972 - June 1974.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
Pub Date 72
Note—161p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 (Stock No. 243-25288 $1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Activities, *Athletics, *Exercise (Physiology), *Physical Activities, *Physical Education, Womens Education
Identifiers—Archery, Golf
This guide for women's archery and golf dated June 1972 - June 1974 details rules and standards as well as the Division for Girls and Women's Sports (DGWS) statement of beliefs. Articles on archery nomenclature, archery interest builders, and archery golf are included in the section on archery. Articles dealing with golf take up such topics as corridor golf, checkpoints for a full swing five iron, indoor golf tests, and self-testing. (JB)

ED 079 313 SP 006 734
Tyler, Jo Ann, Ed.
Selected Tennis and Badminton Articles. Sports Articles Reprint Series. Third Edition.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
Pub Date 70
Note—128p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 16th St., N. W., Washington, D. C. 20036 ($1.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Activities, *Athletics, *Exercise (Physiology), *Physical Activities, *Physical Education, Womens Education
Identifiers—Tennis and Badminton
Presented is a collection of articles from "The Division for Girls and Women's Sports (DGWS) Guides 1964-1970," "Research Quarterly 1962-1969," and "Journal of Health, Physical Education, and Recreation, 1962-1969." It is the latest in the American Association for Health, Physical Education, and Recreation "AAHPER's Sports Articles Reprint Series," a special project of the Publications Area, DGWS. This is the third edition of "Selected Tennis and Badminton Articles." (Author)

ED 079 314 SP 006 735
Sports Programs for College Women.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
Pub Date 70
Note—77p.
Available from—AAHPER Publications-Sales, 1201 Sixteenth St., N. W., Washington, D. C. 20036 ($2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Programs, *Athletics, College Students, Higher Education, *Recreational Activities, *Womens Education, Womens Studies
Identifiers—Womens Athletics
The papers collected here were prepared for the National Conference on Sports Programs for College Women, June 1969. The conference examined the current status and explored future directions of sports programs for college women. Topics include ethics and values; needs in relation to leadership, understanding interpretation, and cultural, social, and political influences; the relationship among intramural, recreation, and intercollegiate programs; and the nature of competition in reference to sports program planning. (Editor/JA)

ED 079 315 SP 006 740
Docherty, Ethel, Ed. Curry, Nancy L., Ed.
Bowling-Fencing Guide with Official Rules. January 1973 - January 1975.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
Pub Date 73
Note—170p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 (Stock No. 243-25364 $1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Activities, Athletic Equipment, *Athletics, *Physical Activities, *Physical Education, *Womens Education
Rules for women's bowling and fencing from January 1973 to January 1975 are discussed. Standards in sports for girls and women are detailed along with the Division for Girls and Women's Sports (DGWS) statement of beliefs. Specific articles dealing with bowling skills, norms, and rules for women are included. Articles are also included on the techniques, rules, and teaching of fencing. Bibliographies on both bowling and fencing are presented. (BRB)

ED 079 316 SP 006 750
Guide to Excellence for Physical Education in Colleges and Universities. A Position Paper.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 70
Note—13p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 16th St., N. W., Washington, D. C. 20036 ($.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Activities, Athletics, *College Curriculum, Physical Activities, *Physical Education, *Program Descriptions, *Universities
This document presents succinct guidelines for the general instruction programs of physical education in colleges and universities; it is not intended to cover programs of professional preparation in physical education or programs in the academic discipline of human movement. Its purpose is to increase the understanding of students, faculty, administration, and governing boards concerning the contribution of physical education to the general education of students in colleges and universities. (Author)

ED 079 317 SP 006 755
Competitive Athletic Programs for Impaired, Disabled, and Handicapped Persons.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [73]
Grant—OEG-0-72-5454-233563
Note—20p.
Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. (No price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Amputees, *Athletics, Bibliographies, Blind, Deaf, *Handicapped, Physical Education, *Physically Handicapped
Identifiers—Athletics for Handicapped
This document provides listings of general and special associations involved in national, regional, state, and local sports and athletic programs for impaired, disabled, and handicapped participants. An indexed bibliography of articles, books, and other publications dealing with theory and practice of sports and athletic programs for special populations and an annotated listing of pertinent films are included. (Authors/JA)

TM

ED 079 318 TM 001 904
C.E.E.B. and S.A.T.O. - Their Relationship.
Toronto Board of Education (Ontario). Research Dept.
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Comparative Analysis, Correlation, Data Analysis, Grade 13, Secondary School Students, *Standardized Tests, *Test Results
Identifiers—*Canada
The relationship between the Scholastic Aptitude Test of Ontario (S.A.T.O.) administered to twelfth grade students and the College Entrance Examination Board Scholastic Aptitude Test (C.E.E.B.), of which the S.A.T.O. is a modification, was studied. Data was collected through the co-operation of the schools. The S.A.T.O. data was recorded as raw scores; the C.E.E.B. data was recorded in standard scores. Computer analyses on all data were performed. It was found that the relationships between these two tests were very similar for those who were in the Arts and Science program and for those who were in the Technical or Commercial programs. Further study is recommended. (CK)

ED 079 319 TM 002 652
Barcikowski, Robert S.
Optimum Sample Size and Number of Levels in the Random-Effects Analysis of Variance.
Pub Date Feb 73
Note—33p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973); Submitted for Publication in the "-Journal of Experimental Education"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Analysis of Covariance, *Analysis of Variance, Behavioral Science Research, Error Patterns, *Hypothesis Testing, *Sampling, Statistical Analysis, Technical Reports
In most behavioral science research very little attention is ever given to the probability of committing a Type II error, i.e., the probability of failing to reject a false null hypothesis. Recent publications by Cohen have led to insight on this topic for the fixed-effects analysis of variance and covariance. This paper provides social scientists with some insight in dealing with Type II error, and optimum sample size and number of levels in the random-effects analysis of variance. (Author)

ED 079 320 TM 002 829
Horne, Eleanor V., Ed.
Test Collection Bulletin.
Educational Testing Service, Princeton, N.J.
Pub Date Jan 73
Note—15p.
Available from—Test Collection Bulletin Educational Testing Service Princeton, New Jersey 08540 ($2.00, $2.50 for foreign readers)
Journal Cit—Test Collection Bulletin; v7 n1 p1-15 Jan 1973
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Achievement Tests, Aptitude Tests, Attitude Tests, *Bibliographies, Bulletins, Interest Tests, Personality Tests, *Test Reviews, *Tests
A list of tests available from the Educational Testing Service is presented. Types of tests include: achievement; aptitude; personality, interests, attitudes, and opinions; and miscellaneous, sensory-motor, and unidentified. Tests no longer available and test reviews are also listed. (CK)

ED 079 321 TM 002 919
Swan, William W.
An Observational Instrument Based on the Objectives of a Special Education Curriculum.
Rutland Center, Athens, Ga.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 73
Note—34p.; Paper presented at a joint session of the American Educational Research Association and the National Council for Measurement in Education (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Classroom Observation Techniques, *Measurement Instruments, *Special Education, Speeches, *Student Evaluation
The construction of a category-type observational instrument based on sets of similar behavioral components from mutually exclusive subsets of measurably stated objectives of a particular special education treatment program is described. Systematic Who-to-Whom Analysis Notation is an in-process instrument employed unobtrusively, utilizing a who-to-whom format and the three-second rule. The observational data are reported to teachers and supervisors in meaningful forms and are used to supplement teachers' impressions and other clinical judgments in the evaluation of progress and in the subsequent modification of the treatment for each child participating in the Rutland Center program. (Author)

ED 079 322 TM 002 920
Swan, William W.
Four Indices for Investigating Inter-Observer Accuracy of Observational Instruments.
Rutland Center, Athens, Ga.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note—16p.; Paper presented at a joint session of the Annual Meeting of the American Educational Research Association and the National Council for Measurement in Education (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Analysis, *Mathematical Applications, *Measurement Instruments, *Observation, Speeches, *Statistical Analysis
Four indices for investigating inter-observer accuracy in observational instruments (contingency coefficient, Scott's pi, Bernstein's coefficient, and percent agreement) are reviewed concerning their assumptions, formulation, and tables indicating numerical functioning. Three of the four indices (excluding the contingency coefficient) are compared by computing each for four sets of observational data. It was found that Bernstein's coefficient had the highest median and the smallest range, percent agreement the second highest median and the second smallest range, and Scott's pi the lowest median and the largest range. It is hoped that authors will employ this information in their practical application and interpretation of these indices. (Author)

ED 079 323 TM 002 921
Pascal, C. E. Roid, G. H.
A Method for Generating and Evaluating Course or Departmental Objectives.
Pub Date 73
Note—11p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, Course Objectives, *Evaluation Methods, *Formative Evaluation, Speeches, *Teacher Role, *Workshops
In order to move away from reliance on a single questionnaire in university course evaluation and move towards a more formative evaluation, a method was developed for helping a team of instructors specify and evaluate their course and program goals. The method involves small group workshops in which instructors are asked to describe their program and state their objectives, in terms of student behavior. Discrimination training on clarity of objectives is provided. Written statements are then circulated to all instructors to test consensus. An application of the method to 30 instructors in a medical school department is discussed. (Author)

ED 079 324 TM 002 922
Widlak, Frederic W. And Others
Factor Analysis of an Instructor Rating Scale.
Pub Date 27 Feb 73
Note—25p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Teachers, *Factor Analysis, *Measurement Instruments, *Rating Scales, Speeches, Student Attitudes, Tables (Data), *Teacher Evaluation, Teacher Role
Identifiers—*Course Instructor Evaluation Form
Factor analysis of teacher rating scales has often identified components which focus on the instructor's respective roles as actor and interactor. A total of 208 Purdue University instructors were rated by their students on the Course-Instructor Evaluation form in an attempt to: (1) determine the relationships between specific and global items, and (2) determine the factor structure of the scale with and without the global items (the overall course and overall instructor ratings). The results showed lack of independence between specific and global ratings, and three relatively independent dimensions, actor, interactor, and text-test as factors. (Author)

ED 079 325 TM 002 923
Gray, William M.
Development of a Piagetian-Based Written Test: A Criterion-Referenced Approach.
Pub Date Feb 73
Note—23p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, Cognitive Development, *Cognitive Tests, *Criterion Referenced Tests, *Measurement Instruments, *Response Style (Tests), Speeches, Statistical Analysis, *Test Construction
Identifiers—*Piaget (Jean
An attempt was made to develop and validate a Piagetian-based written test with successful use of the logic of specific Piagetian tasks defined as the criterion. Ninety-six randomly selected nine to sixteen year olds, stratified by age, were individually presented the Piagetian tasks of pendulum, balance, and combinations, and group administered a 36-item logically equivalent written test. Restuls indicated that a Piagetian-based written test was successfully constructed. Discussion focused on future lines of research and the possible uses of such a test. (Author)

ED 079 326 TM 002 924
Gable, Robert K. Roberts, Arthur D.
The Development of an Instrument to Measure Attitudes Toward School Subjects.
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Content Analysis, Grade 11, Grade 12, *Measurement Instruments, Statistical Analysis, *Student Attitudes, Technical Reports, *Test Reliability, *Test Validity
Identifiers—*Gable Roberts Attitude Towards School Subjects, GRASS
The development and preliminary validation of an instrument to measure attitude toward school subjects (GRASS) is described. An item pool consisting of 30 items was generated and refined. A 23 Likert item scale was then administered to 893 eleventh and twelfth grade high schools Ss. A principal component analysis and obliquimax transformation generated three dimensions of attitude toward school subjects (social studies). Two of the dimensions (General Interest and Usefulness) were found to be both meaningful and reliable (internal consistency). It is suggested that scores on the two dimensions could be used separately or combined into a total attitude-toward-school-subject score. (Author)

ED 079 327 TM 002 925
Wolf, Vivian C. Smith, Cecilia M.
A Model of Curriculum Evaluation Applied to a University Baccalaureate Program.
Washington Univ., Seattle. School of Nursing.
Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Nursing.
Pub Date Feb 73
Note—28p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Curriculum, Curriculum Development, *Curriculum Evaluation, *Evaluation Criteria, *Evaluation Methods, Higher Education, *Models, Nursing, Speeches, Student Testing
A multi-variable curricular model is applied to a total baccalaureate curriculum revision. The objectives of the evaluation, methods, and sources are given. The model can be used to examine how much additional power in decision making was gained by each set of variables at the model. (Author)

ED 079 328 TM 002 926
Harris, Margaret L.
Relations Between Cognitive Abilities and Concept Attainment.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Pub Date 26 Feb 73
Note—10p.; Paper prepared for a Symposium of American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, *Cognitive Ability, *Concept Formation, Females, Males, Measurement Techniques, Speeches, Statistical Analysis, *Student Testing, *Test Results
The results obtained from the studies in the first strand, including evidence of replicability of findings, are summarized. Main emphasis is on the findings of the Structure of Concept Attainment Abilities Project with respect to the study of the relations between the two sets of variables. The number of dimensions and the character of the dimensions which are common to the two types of variables are described. (Author)

ED 079 329 TM 002 927
Hunt, J. McV.
Heredity, Environment, and Class or Ethnic Differences.
Illinois Univ., Urbana, National Lab. on Early Childhood Education.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 72
Note—23p.; Paper presented at the 1972 Invitational Conference on Testing Problems
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Child Development, Environmental Influences, Ethnic Status, *Heredity, *Intelligence Tests, *Mental Development, *Racial Factors, *Social Class, Technical Reports
The social-class, ethnic, and racial differences in performance on tests of intelligence and scholastic achievement are discussed. Significant deficiencies exist in the means of lower-class and certain racial groups for many measures of ability, motivation, and performance. Composite attempts to estimate the proportion of phenotypic variance in IQ which is genetic approximate 80%. These heritability indices have been interpreted to mean that most of the observed deficiencies in the mean IQ's for classes and races is biologically inevitable. However, evidences of plasticity suggest that the range of reaction in the IQ must be of the order of 75 points. Such evidence of plasticity becomes less puzzling when one recognizes that estimates of heritability indicate the loss of deviation from the mean of the population to be expected from parents to off-spring in experiments on selective breeding, that indices of heritability are relevant only to the status quo within a given population so long as environment remains constant, and that these indices say nothing about how much the mean of a phenotypic measure of intelligence or scholastic achievement will change with development in new environments. Such information demands knowledge of the norm of reaction which comes only from the difference between the means of measures of achievement and intelligence for groups of children from a given population of genotypes who have been reared under differing environmental conditions or differing educational programs. Evidence from two sources indicates that this range is of the order of 75 points and that special child rearing can boost the mean achievement for disadvantaged children. (DB)

ED 079 330 TM 002 928
Parsons, Jane S.
Assessment of Anxiety About Teaching Using the Teaching Anxiety Scale: Manual and Research Report.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Pub Date 73
Contract—OEC-6-10-108
Note—61p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, *Measurement Instruments, Psychometrics, *Rating Scales, Speeches, Statistical Data, *Student Teachers, Teacher Behavior, *Teacher Evaluation, Test Reliability, Test Results, Test Validity
Identifiers—TCHAS, *Teaching Anxiety Scale
The Teaching Anxiety Scale (TCHAS) is an easily administered, machine scorable, self-report instrument designed to measure situation specific (teaching) anxiety. The single factor structure, high stability (.95) and internal consistency (.87-.94), and manner used for controlling acquiescent set are discussed. The TCHAS correlates significantly and positively with other measures of anxiety, but .76-.86 of what it measures reliably is unique. TCHAS scores discriminated significantly between groups of preservice teachers rated most and least anxious about teaching. TCHAS scores decreased significantly over two to four months of professional preservice education, though MAS scores obtained concurrently remained unchanged. (For related documents, see TM 002 929, 930.) (Author)

ED 079 331 TM 002 929
Parsons, Jane S.
The Teaching Anxiety Scale (TCHAS(1)-29). Appendix III.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Pub Date 73
Note—15p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
Available from—Not available separately; see TM 002 928
Document Not Available from EDRS.
Descriptors—*Anxiety, *Measurement Instruments, Psychometrics, *Rating Scales, *Student Teachers, *Teacher Evaluation
Identifiers—TCHAS, *Teaching Anxiety Scale
The 25-item Teaching Anxiety Scale (TCHAS(1)-29) is provided, together with the Teaching Anxiety Scale (TCHAS(1,2)-25) Item-Pair Directory, showing the correlation between item numbers in the two equivalent forms of the scale. (For related document, see TM 002 928, 930). (DB)

ED 079 332 TM 002 930
Parsons, Jane S.
Anxiety Self Report (ASR (1,2,3,4,). X
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Pub Date 73
Note—15p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
Available from—Not available separately; see TM 002 928
Document Not Available from EDRS.
Descriptors—Anxiety, *Measurement Instruments, Questionnaires, *Self Evaluation, *Student Teachers, *Teacher Evaluation
Identifiers—*Anxiety Self Report, ASR
The Anxiety Self Report (ASR 1,2,3,4) is provided, followed by information about the report. The ASR is discussed as to its development, description, response bias, scoring procedures, reliability, stability, validity, and correlation between the ASR and the Manifest Anxiety Scale. (For related documents, see TM 002 928, 929.) (DB)

ED 079 333 TM 002 931
Ayabe, Harold I.
Measuring Reflection Impulsivity Accurately.
Note—14p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, *Conceptual Tempo, Correlation, Kindergarten, *Measurement Instruments, Primary Grades, *Psychometrics, Speeches, *Student Testing, Test Results
Identifiers—Matching Familiar Figures Test, Multi Choice Conceptual Tempo Apparatus
Two hundred children (100 girls and 100 boys), kindergarten through fourth grade, were tested with the Matching Familiar Figures Test (MFF) and a newer instrument, the Multi-Choice Conceptual Tempo Apparatus (MCCTA). The MCCTA was more reliable and had stronger negative correlations between errors and latency than did the MFF. The MCCTA did not correlate with either School and College Ability Test or the California Achievement Test on verbal, numerical and total scores. MCCTA errors correlated positively with MFF errors. High latency scores on the MCCTA tended to also delay their response on the MFF. The MCCTA appears to be a better instrument for the measurement of Conceptual Tempo than the MFF. (Author)

ED 079 334 TM 002 932
Blumenfeld, Warren S. And Others
Application of a New Psychometric Method to an Old Tried and Untrue Experimental Design to Improve the Validity of a Tailor-Made Scoring Key.
Pub Date 73
Note—10p.; Paper presented at the American Personnel and Guidance Association Meeting (San Diego, California, February 1973)
Journal Cit—San Diego Convention Abstracts; p142-143 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Answer Keys, *Item Analysis, *Psychometrics, *Scoring, Speeches, *Validity
Identifiers—*Cross validation
This is a psychometric hoax paper, the purpose of which is to indicate once again the importance of cross-validation, particularly in the development of specially-keyed inventories. The junior author and the new psychometric method play critical roles in the study. Appropriate credit and references are present. (Author)

ED 079 335 TM 002 933
Lessinger, Leon
Accountability in Education: Implications for Guidance Workers.
Pub Date Oct 70
Note—11p.; Speech given before the Annual Conference of National Association of Pupil Personnel Administrators (Indianapolis, Indiana, October 28-31, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Cost Effectiveness, *Educational Accountability, *Educational Quality, *Evaluation Criteria, Guides, *Program Evaluation
An accountability policy is seen as having three basic elements: demonstrated student accomplishment, independent accomplishment audits, and public reports. It requires the regular independent review of results obtained for resources expended. Effects resulting from implementation of such a policy are: (1) the focus of schooling shifts from teaching to learning, from input to output, from process to product, from courses taken to competence demonstrated; (2) the independence of teaching and learning will be understood and appreciated; (3) accreditation will focus on achievement, accomplishment, and student competency; (4) the growth and adoption of criterion-referenced and performance standards will occur; (5) serious attempts will be made to truly individualize instruction; (6) educators will scramble to develop a technology of instruction--to find and use "what works"; (7) the educational practitioner will begin to distinguish between good educational practice, poor practice and malpractice; (8) serious efforts will be made to understand and develop productivity in education; (9) among more important issues confronted will be: what the unique contributions of the school system are to the broader societal education system, as well as its limitations; what and to whom are personnel responsible; and what arrangements and consortia can be developed to aid schools in jobs for which they lack the capability; and (10) performance contracting, PPBS, and performance objectives will be widely adapted and adopted. Guidance activities should take steps to provide an appropriate response to accountability. Steps that should be taken by pupil personnel administrators are stated. (DB)

ED 079 336 TM 002 934
Essex, Martin W.
Accountability from the Point of View of a Chief Administrator.
Pub Date Oct 70
Note—7p.; Speech given before the Annual Conference of National Association of Pupil Personnel Administrators (Indianapolis, Indiana, October 28-31, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counselor Functions, *Educational Accountability, *Educational Change, *Personnel Directors, Speeches, *Testing
The responsibility of the pupil personnel director in educational accountability is discussed. Although significant improvements have been made in almost every area of education in recent years, there is a sense of crisis, anger, and anxiety. The public is demanding new forms of accountability. Norms on standardized achievement tests have ceased to satisfy a sizeable segment of U.S. citizens. Questions that the public may be asking are: (1) Can you put the counselor on the firing line as is the classroom teacher and the front line administrator? Does he maintain an efficient organization, a daily schedule of interviews?; (2) Does the psychologist write voluminous case reports or does he work with people?; (3) Do you spend most of your time with the problem children and little time with the normal children? and (4) Can testing be directed to positive and immediate diagnostic purposes? (DB)

ED 079 337 TM 002 935
Smith, Paul M., Jr.
Accountability - To Whom, for What.
Pub Date Oct 70
Note—10p.; Speech given before the Annual Conference of National Association of Pupil Personnel Administrators (Indianapolis, Indiana, October 28-31, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Role, *Educational Accountability, Integration Effects, Minority Groups, *Negro Role, *Personnel Directors, Speeches, *Test Bias
The traditional role of the personnel administrator is discussed, and the need for a new type of personnel worker who will be held accountable in working with black youth is pointed out. Traditionally, the role of the personnel administrator has been determined and defined by the chief school officer. They have been the officers of law and order in the school, have determined what study "tracks" pupils should follow, have determined what pupils should be taught by certain teachers, have tried to make their decisions appear specific and fair by use of standardized tests and inventories, have selected which students should receive help, have helped in deciding who should be forced to leave school, have decided who should receive counseling, and have proposed which parents should be contacted. If the present school organization is to continue, it is believed that pupil personnel administrators and staff should divorce themselves from the chief school officer or institutions and become independent agencies responsible only to students and parents. This could be done on a contractual basis or in some form of the voucher plan. Students and parents would be responsible for selecting the personnel to act in their behalf. The personnel worker should be representative of the various ethnic groups that comprise the community. Black people must insist upon more personnel directors and staff members who are black. Black people and other minorities must insist upon the major role when the final decision is made regarding budget, school construction, curriculum modifications, and the hiring and firing of all school personnel. (DB)

ED 079 338 TM 002 936
Centra, John A.
The Student as Godfather? The Impact of Student Ratings on Academia.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RM-73-8

Pub Date May 73
Note—19p.; Paper presented at the Invitational Conference on Faculty Effectiveness as Measured by Students (1st, Temple University, April, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Curriculum Evaluation, Higher Education, Speeches, *Student Attitudes, *Student College Relationship, *Teacher Evaluation

The impact or possible impact of college student ratings on the individual instructor, on teaching generally, on students, on administrators, and on the college is discussed. A study of over 400 faculty members in which half were assigned to an experimental group and half were controls, showed that as a result of student ratings on an instructor's practices, changes in instruction occurred after only a half semester for instructors who were "unrealistic" in how they viewed their teaching, and a wider variety of instructors changed if given more than a half semester and if they were given minimal information to help them interpret their scores. Some adverse effects of student ratings are that the ratings do not allow for individual styles of teaching, and they encourage traditional modes of teaching. Flexibility in the employment of student ratings is extremely critical. Student ratings influence college administrators in that these evaluations make the administrator's job easier and more effective. Student evaluations may be contributing to the current interest in administrator evaluations by faculty members. Where student ratings have been incorporated into faculty evaluation procedures, the impact on students is likely to be positive. Probably the major impact of student ratings on students is provided by published course and teacher critiques. A worthwhile use of student ratings is that of providing departments with information about the effectiveness of their offerings as seen by students. Focusing on weaknesses highlighted by student evaluations could be applied at the college level. (DB)

ED 079 339 TM 002 937
Wohlferd, Gerald H.
Performance Contracting Overview.
Pub Date [72]
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Data Collection, *Educational Accountability, Educational Research, *Evaluation Criteria, *Performance Contracts, Program Descriptions, *Program Evaluation, Student Testing, Teaching Methods, Test Results

Conclusions reached after three years of performance contracting experience and materials with which to judge the validity of the conclusions are presented in this overview of performance contracting. The conclusions are: (1) commercial firms are no better at teaching children than are public schools; (2) commercial firms expend as much or more money than public schools to do the same job; (3) material incentives do not persuade children to learn faster; (4) some companies yield to temptation and use questionable methods to assure making a profit; and (5) a low teacher/pupil ratio is effective in producing desirable achievement gains. The supporting materials are contained in two appendixes. Appendix A is a listing of those performance contracts for which evaluative data are available. Included for each contract are objectives to be reached, methods of teaching employed, and evaluation of results identified as to the person or organization who made the evaluative statement. Appendix B contains a bibliography of publications, articles, and news releases dealing with performance contracting. The bibliography is divided into three main categories: I. Theoretical Discussions, II. Descriptions of Contract Situations; and III. Evaluative Articles. Category I has been subclassified into: A. General Statements, B. Contract Specifics, C. Favorable, and D. Unfavorable. The bibliography, covering roughly from May 1970 to October 1972, is not considered to be all-inclusive. (DB)

ED 079 340 TM 002 939
Pedrini, Bonnie C. Pedrini, D. T.
The Valett Stanford-Binet L-M Profile for Teachers.
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Diagnosis, *Profile Evaluation, *Student Evaluation, Technical Reports, *Test Construction
Identifiers—*Valett Stanford Binet L M Profile

A modified Valett Profile for the Stanford-Binet (L-M) was presented. Teachers are not overly impressed with test reports. A clinical profile that lends itself to rapid visualization may help. Theoretically, a teacher could develop a specific curriculum at a specific level for an individual child to include the construct categories subsumed by Valett. (Author)

ED 079 341 TM 002 940
Pedrini, D. T. Gregory, Lura N.
Wechsler Scales Complementary Sheet.
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Sheets, *Intelligence Tests, *Rating Scales, *Response Style (Tests), *Test Wiseness
Identifiers—*Wechsler Scales Complementary Sheet

The "Complementary Sheet" is applicable to Wechsler Scales: WBI, WBII, WISC, and WAIS. It consists of two sides of one sheet and has space for data collection of Picture Arrangement, Block Design, Object Assembly, and Digit Symbol or Coding. It lends itself well to an analysis of the means, not just the end result, of an examinee's actions. Recording sequences are explained. (Author)

ED 079 342 TM 002 941
Pedrini, D. T. Pedrini, Bonnie C.
Vineland Social Maturity Scale Profile.
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Rating Scales, *Evaluation Criteria, *Measurement Instruments, Preschool Education, Primary Grades, *Profile Evaluation, Psychometrics, *Scoring, *Social Maturity, Special Education, Student Evaluation, Technical Reports
Identifiers—*Vineland Social Maturity Scale Profile

The Vineland Social Maturity Scale (VSMS), despite its limitations, is an excellent clinical technique and includes psychometric and questionnaire characteristics. It is a good single measure of adaptive behavior. The VSMS Profile in this paper uses content categories different from the original Scale, but based upon the same items. It lends itself to identifying personal-social strengths and weaknesses of youngsters and special education students. The Profile is recommended to school counselors, school psychologists, and teachers. (Author)

ED 079 343 TM 002 942
Pedrini, Bonnie C. Pedrini, D. T.
Wechsler Intelligence Scale Profile for Teachers.
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Criteria, Instructional Aids, *Intelligence Tests, *Profile Evaluation, *Rating Scales, *Student Testing
Identifiers—Summary Profiles, *Wechsler Intelligence Scale Profile for Teachers

Teachers need more help from school counselors, school psychologists, and testing programs. Summary profiles are an excellent way to quickly and pithily communicate information. The profile included is applicable to Wechsler Scales: WISC, WBI, WBII, and WAIS. In part, the profile is also applicable to the WPPSI. (Author)

ED 079 344 TM 002 943
Wesman, Alexander G.
Aptitude, Intelligence, and Achievement.
Psychological Corp., New York, N.Y.
Report No—Bull-51
Pub Date Dec 56
Note—3p.; Reprint from Test Service Bulletin
Journal Cit—Test Service Bulletin; n50 p4-6 Dec 1956
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, *Aptitude Tests, Bulletins, *Intelligence Tests, *Measurement Instruments, *Test Selection

Ways in which to determine whether the aptitude, intelligence, or achievement test is more helpful are discussed. A test's function, i.e., how the test results are used, appears to be the most logical method of discriminating between the types of tests. In educational testing, if the purpose is to evaluate the effectiveness of teaching or training, and the test is designed to measure what has been specifically taught, it is an achievement test. The same holds true if the intent is to grade students on the basis of what they have learned in a course. If the interest is only in predicting grades, a numerical aptitude test is perhaps best. If it is desired to predict success in several subjects at the same time, achievement tests can be used. This approach is most effective where past and future courses are most alike. Achievement tests can function as aptitude measures best in the early school years, less well at the junior and senior high school levels where courses became increasingly differentiated. Another possible choice for predicting success in various courses is the scholastic aptitude or so-called group intelligence test. To the extent that various courses demand verbal and/or numerical facility for successful learning, a test that measures those aptitudes will probably prove useful. A third alternative is the use of differential aptitude test batteries, which provide broader coverage of mental functioning than the scholastic aptitude test. In the business world, multi-score employment tests are often more useful than single-score tests in employee selection. (For related document, see TM 002 944.) (DB)

ED 079 345 TM 002 944
Doppelt, Jerome E.
How Accurate Is a Test Score?
Psychological Corp., New York, N.Y.
Report No—Bull-50
Pub Date Jun 56
Note—3p.; Reprint from Test Service Bulletin
Journal Cit—Test Service Bulletin; n50 p1-3 Jun 1956
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, *Measurement Techniques, Reliability, *Scoring Formulas, *Standard Error of Measurement, Statistical Analysis, *Test Results, *True Scores

The standard error of measurement as a means for estimating the margin of error that should be allowed for in test scores is discussed. The true score measures the performance that is characteristic of the person tested; the variations, plus and minus, around the true score describe a characteristic of the test. When the standard deviation is used as a measure of the variation of observed scores around the true score, the result is called the standard error of measurement. The standard error of measurement can be used in defining limits around the observed score within which one would be reasonably sure to find the true score. Since, in practice, it is not possible to give a large number of equivalent forms of a test in order to find the characteristic standard error of measurement, it is determined by the reliability coefficient. As measured by the reliability coefficient, reliability means consistency of measurement. It is unfortunately true that a test will have different reliability coefficients depending on the groups of people tested. The standard error of measurement is less subject to this variation. The formula for computing it, which is given, takes into account both the reliability coefficient and the standard deviation for each group. A table is provided of Standard Errors of Measurement for Given Values of Reliability Coefficient and Standard Deviation. (For related document, see TM 002 943, 946.) (DB)

ED 079 346 TM 002 945
Langmuir, Charles R.
Cross-Validation.
Psychological Corp., New York, N.Y.
Report No—Bull-47
Pub Date Sep 54
Note—4p.; Reprint from Test Service Bulletin
Journal Cit—Test Service Bulletin; n47 p3-6 Sep 1954
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, *Item Analysis, *Statistical Analysis, *Test Selection, *Test Validity
Identifiers—*Cross Validation

Cross-validation in relation to choosing the best tests and selecting the best items in tests is discussed. Cross-validation demonstrated whether a decision derived from one set of data is truly effective when this decision is applied to another independent, but relevant, sample of people. Cross-validation is particularly important after statistical data have been used to choose the best tests to make up a battery for use with the next group of people. A cross-validation experiment on a new group will tell how good the choice of

test really is. Item analysis is a means of improving tests. The data from the analysis are used to eliminate doubtful items and to determine the best scoring weights. By applying the revised test to a new independent group, the inventory is refined. When the test is, without change, administered to an entirely new and independent set of criterion groups, cross validation data are obtained. (For related document, see TM 002 947.) (DB)

ED 079 347 TM 002 946
Seashore, Harold G.
Methods of Expressing Test Scores.
Psychological Corp., New York, N.Y.
Report No—Bull-48
Pub Date Jan 55
Note—4p.; Reprint from Test Service Bulletin
Journal Cit—Test Service Bulletin; n48 p7-10 Jan 1955
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, *Intelligence Tests, *Raw Scores, *Scores, *Statistical Analysis, *Test Results

The simplicity of standard score systems, percentile equivalents, and their relation to the ideal normal distribution are discussed and illustrated. Standard scores are z-scores, the T-scores, College Entrance Examination Board scores, and Army General Classification Test scores. A derivative of the general standard score system is the stanine plan, which divides the norm population into nine groups and nine percentages which indicates the percent of the total population in each of the stanines. Interpretation of the Wechsler scales depends on a knowledge of standard scores. A subject's raw score on each of the subtests in these scales is converted, by appropriate norm tables, to a standard score, based on a mean of 10 and a standard deviation of 3. The sums of standard scores on the Verbal Scale, the Performance Scale, and the Full Scale are then converted into IQ's. These IQ's based on a standard score mean of 100; the standard deviatn of the IQ's set at 15 points. IQ's of the type used in the Wechsler scales are known as "deviation IQ's" as contrasted with the IQ's developed from scales in which a derived mental age is divided by chronological age. (For related document, see TM 002 944.) (DB)

ED 079 348 TM 002 947
The D.A.T. -- A Seven-Year Follow-Up.
Psychological Corp., New York, N.Y.
Report No—Bull-49
Pub Date Nov 55
Note—5p.; Reprint from Test Service Bulletin
Journal Cit—Test Service Bulletin; n49 p11-15 Nov 1955
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Educational Experience, *Followup Studies, *High School Students, Occupational Choice, Questionnaires, Secondary Grades, *Statistical Data, Tables (Data), *Test Results
Identifiers—*Differential Aptitude Test

A second follow-up of students in five cities in 1947 who had taken the Differential Aptitude Tests is reported. Questionnaires were sent out to 2,386 individuals, and replies were received from 1,430. Their Differential Aptitude Test scores were converted to standard scores with a mean of 50 and a standard deviation of 10, based upon the original population of 2,900. The results are shown in tables. Table 1 shows the percentiles equivalent to the mean scores in relation to subsequent education; Table 2 shows the results by type of education for persons attaining college degrees; and Table 3 reports percentiles for those occupations listed by 20 or more persons and for three groups not currently employed. Overlap among contrasting groups--groups differing in subsequent education or in level of later occupation--is illustrated in two figures. The results of the second follow-up show that the characteristics of high school students, measured by the Differential Aptitude Tests, bear important relations to their subsequent careers, as reported eight years later. (For related document, see TM 002 945.) (DB)

ED 079 349 TM 002 948
Askren, William B. Regulinski, Thaddeus L.
Quantifying Human Performance Reliability.
Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.
Report No—AFHRL-TR-71-22
Pub Date Jun 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Collection, *Human Engineering, Man Machine Systems, *Mathematical Models, *Reliability, Statistical Analysis, *Task Performance, Technical Reports

Human performance reliability for tasks in the time-space continuous domain is defined and a general mathematical model presented. The human performance measurement terms time-to-error and time-to-error-correction are defined. The model and measurement terms are tested using laboratory vigilance and manual control tasks. Error and error-correction data are ordered and the underlying density functions isolated. The Weibull distribution is best fit for time-to-first-error data, and the Log-Normal distribution is best fit for time-between-errors and time-to-error-correction data. The Normal distribution is rejected in all cases. Distribution parameter values are applied to the general mathematical model, and prediction made of human performance reliability for the tasks. It is also shown that task performance reliability improves with training on the tasks. (Author)

ED 079 350 TM 002 949
Askren, William B. And Others
A Voice-Radio Method for Collecting Human Factors Data.
Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.
Report No—AFHRL-TR-68-10
Pub Date Jan 69
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Analysis of Variance, Comparative Analysis, *Data Collection, Instrumentation, *Man Machine Systems, *Questionnaires, *Radio Technology, Research Methodology, Task Performance, Technical Reports, Telecommunication
Identifiers—*Human Factors Data

Available methods for collecting human factors data rely heavily on observations, interviews, and questionnaires. A need exists for other methods. The feasibility of using two-way voice-radio for this purpose was studied. The data collection methodology consisted of a human factors analyst talking from a radio base station with technicians wearing portable radio units while they worked on jobs dispersed over an area. Verbal communication probed for information on equipment problems, procedural problems, delays, and potential hazards. The concept of using radio equipment to collect human factors data was tested, using technicians performaing flight-line maintenance. Data collected by radio were compared with data collected by questionnaire. It was concluded that voice-radio is not only a feasible means of collecting human factors data in the field, but has certain advantages over questionnaires in determining hardware problems and amplifying the data-collection capability of the human factors analyst. (Author)

ED 079 351 TM 002 950
Lord, Frederic M.
Estimation of Latent Ability and Item Parameters When There Are Omitted Responses.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—ETS-RB-73-37
Pub Date May 73
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Mathematical Models, *Probability Theory, Psychometrics, *Scoring Formulas, Technical Reports, *Test Results

Omitted items cannot properly be treated as wrong when estimating ability and item parameters. A convenient method for utilizing the information provided by omissions is presented. Some theoretical and considerable empirical justification is adduced for the estimates obtained by both old and new methods. (Author)

ED 079 352 TM 002 951
Stroud, T. W. F.
Comparing Regressions When Measurement Error Variances Are Known.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-35
Pub Date May 73
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Comparative Analysis, Hypothesis Testing, *Mathematical Models, *Multiple Regression Analysis, Research Methodology, Secondary Grades, Standard Error of Measurement, Technical Reports, *Test Results, *True Scores

In a multiple (or multivariate) regression model where the predictors are subject to errors of measurement with a known variance-covariance structure, two-sample hypotheses are formulated for (i) equality of regressions on true scores and (ii) equality of residual variance (or covariance matrices) after regression on true scores. The hypotheses are tested using a large-sample procedure based on maximum likelihood estimators. Formulas for the test statistic are presented; these may be avoided in practice by using a general purpose computer program. The procedure has been applied to a comparison of learning in high schools using achievement test data. (Author)

ED 079 353 TM 002 952
Dyer, Henry S. And Others
Feasibility Study of Educational Performance Indicators. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—New York State Education Dept., Albany. Div. of Evaluation.
Pub Date Dec 67
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Research, *Evaluation Criteria, *Factor Analysis, Feasibility Studies, *Multiple Regression Analysis, *Performance Criteria, *Program Evaluation, Systems Analysis, Technical Reports

Progress made to date in efforts to lay the groundwork for establishing meaningful and ongoing procedures for the assessment of the performance of educational systems in New York is reported. The need for educational performance indicators is that indicators would provide a series of measures to show how well educational systems are performing, that indicators would identify specific areas in which specific school systems need specific help, and that indicators could clarify what school are actually doing for and to different kinds of children. Four factors in measuring the performance of an educational system are input, educational process, surrounding conditions, and output. These factors constitute what is called the "student-change model" of an educational system. To reduce the number of indices, a factor analysis of the measures of student output characteristics should be carried out. Factor analyses would also be employed to reduce the number of measures of educational process, the measures of "hard-to-change" surrounding conditions, and the measures of "-modifiable" surrounding conditions. The procedure proposed for deriving performance indicators for a given set of schools begins with a series of regression analyses involving as large a sample of school systems as appears feasible. A proposed pilot study to provide information crucial to the evaluation of underlying assumptions is discussed, and long-range plans are described. Appendix A to the report discusses factor analyses, and Appendix B concerns regression analyses and conversion of deviations to performance indices. (DB)

ED 079 354 TM 002 953
Breland, Hunter M.
Conversion of High School Grade Averages Reported in Different Systems.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-30
Pub Date Apr 73
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Grade Equivalent Scales, *Grade Point Average, *High School Students, Secondary Grades, Statistical Analysis, Tables (Data), Technical Reports, *Test Results

Using data from a national random sample of 16,685 high school seniors collected in 1972, 10 different grade average reporting systems were analyzed by means of a nonlinear least squares procedure. A grade conversion table was created by relating reported grade averages in all of the systems to common percentile ranks in class. It was suggested that the 10 systems are probably reducible to only four fundamentally different systems. (Author)

ED 079 355 TM 002 954
Student Evaluation -- Parent Report Cambridge Junior High School, Cambridge, Minnesota.
Cambridge Independent School District 911, Minn.
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Grading, Intermediate Grades, *Report Cards, *Social Development, *Student Evaluation, Teacher Developed Materials
Identifiers—*Cambridge Junior High School
A card used by the Cambridge Junior High School (Minnesota) to advise parents of the pupil's progress is provided. The card is based on 100 total points which are divided into several categories to reveal a student's academic and social progress. The categories are: test results, lab work, daily work, discipline in class, attitude toward subject, class discussion, and study time. Point values vary for each subject, and the values placed for marking are those recommended by each department. Some of the reward of the reporting system are: (1) it has eliminated the A-B-C-D-F method of grading; (2) it has maintained incentives for achieving good grades in tests and daily work; (3) low-ability students are able to preserve their personal esteem by scoring well in areas not measured by academic ability; and (4) each student is evaluated as an individual. Parents, students, and teachers have shown positive responses to the system. (DB)

ED 079 356 TM 002 955
Lord, Frederic M.
The Relative Efficiency of Two Tests as a Function of Ability Level.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—ETS-RB-73-41
Pub Date Jun 73
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Standard Error of Measurement, *Statistical Analysis, Technical Reports, Testing, *Test Interpretation, *True Scores
A new formula is developed for the relative efficiency of two tests measuring the same trait. The formula expresses relative efficiency solely in terms of the standard errors of measurement and, surprisingly, the frequency distributions of true scores. Approximate methods for estimating relative efficiency may make this function routinely available. A numerical illustration compares new and old estimates of relative efficiency for subtests from the Scholastic Aptitude Test. (Author)

ED 079 357 TM 002 956
Levine, Michael V.
Geometric Interpretations of Some Psychophysical Results.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-32
Pub Date Apr 73
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Analysis, *Geometry, *Measurement Techniques, *Perception, Research Design, *Research Methodology, Technical Reports, Theories
Identifiers—*Psychophysics
A theory of psychophysics is discussed that enlarges the classical theory in three general ways: (1) the multidimensional nature of perception is made explicit; (2) the transformations of the theory are interpreted geometrically; and (3) attributes are distinguished from sensations and only partially ordered. It is shown that, with the enlarged theory and some elementary geometry, one may use a few ideas to explain many qualitative results, to give a credible and precise account of quantitative properties of data, and to design experiments which seem worth doing whether the theory is valid or not. In developing the new theory, the major criticisms of the classical theory are answered. This paper is limited to one of three aspects of the typical psychophysical measurement experiment--the relation between perceptions and attributes. Although the theory has been extended to category and rating scales, only magnitude estimation and related measurement procedures are discussed here. The scope of this paper is further limited to phenomena which have analogues in several sense modalities. (Author/KM)

ED 079 358 TM 002 957
Hale, Gordon A. Taweel, Suzanne S.
Age Differences in Children's Performance on Measures of Component Selection and Incidental Learning.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No—ETS-RB-73-36
Pub Date May 73
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, Attention, *Attention Control, Cues, *Incidental Learning, Learning Processes, Recall (Psychological), *Selection, *Stimulus Behavior, Technical Reports
Children of ages 5 and 8 years were given one of three learning tasks: (a) a component selection problem, in which two stimulus components were redundant and (b) two incidental learning tasks, in which one component of the stimuli was task-relevant and the other was incidental. A posttest, measuring the children's recall for information about each component separately, was assumed to reflect the degree of attention directed to each component during learning. Attention to the nondominant component was found to increase with age when this feature was redundant with the dominant component and could thus serve as a second functional cue (component selection task), but not when it was incidental. These results suggest a developmental increase in the flexibility of attention deployment, as the tendency for children to exercise selective attention varies with the requirements of the task. (Author)

ED 079 359 TM 002 958
Jennrich, Robert I.
Simplified Formulas for Standard Errors in Maximum Likelihood Factor Analysis.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-40
Pub Date May 73
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Factor Analysis, *Matrices, *Orthogonal Rotation, Statistical Analysis, Technical Reports
Standard errors for maximum likelihood estimates of factor loadings are expressed in terms of the inverse of an augmented information matrix. This formulation arises naturally by viewing the problem as one in constrained maximum likelihood estimation. The constraints correspond to the form of rotation used. Results are given for canonical rotation and analytic rotations in the orthomax family. (Author)

ED 079 360 TM 002 959
Klein, Robert P.
Multivariate Comparison of Two Model Preschool Programs.
Pub Date Aug 73
Note—12p.; Paper presented at the convention of the International Society for the Study of Behavioral Development, August 1973
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Observation Techniques, *Comparative Analysis, *Preschool Programs, *Statistical Analysis, Technical Reports
The classroom experiences of children in two model preschool programs were compared using an observational technique which was developed for a study of Head Start classrooms. The main objective of the study was to determine if the observational scale could discriminate between two programs of widely differing philosophy. The second goal of the study was to determine the number of independent dimensions which differentiated the two programs. Univariate analyses of variance showed that the programs differed on a number of variables. In order to determine if these variables were all measuring the same dimension, multivariate analyses were used. The results of these analyses indicated that more than one dimension was required to properly describe the classrooms but that the precise nature of the dimensions depended on whether one was interested in differences between the programs or variations within a program. (Author)

ED 079 361 TM 002 960
Fuller, Frances F. Case, Carol
A Manual for Scoring the Teacher Concerns Statement.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.
Pub Date Dec 72
Contract—OEC-6-10-108
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitude Tests, Manuals, *Questionnaires, *Scoring, *Teacher Attitudes, *Teaching
This manual provides instructions for scoring the Teacher Concerns Statement, a questionnaire for pre- and inservice teachers consisting of one open-ended question asking for the respondent's concerns when he/she thinks about teaching. The Questionnaire, a copy of which is provided, consists of five questions asking for back ground information about the respondent and one open-ended question asking what the respondent is concerned about when he/she thinks about teaching. The seven concerns codes are described, and an explanation of procedures in coding respondents' statements is given. A final section provides examples of respondent statements that apply to the codes. (KM)

ED 079 362 TM 002 961
Stocking, Martha Lord, Frederic M.
Autest–Program to Perform Automated Hypothesis for Nonstandard Problems.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—ETS-RM-73-7
Pub Date May 73
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, *Hypothesis Testing, Standard Error of Measurement, *Statistical Analysis, Technical Reports, Testing
This write-up describes a general computer package that computes asymptotic standard errors and carries out significance tests for a wide variety of problems. A complete description of the theoretical foundations is found in Lord (1973). (Author)

ED 079 363 TM 002 962
Ehrlichman, Howard And Others
Effects of Verbal and Spatial Questions on Initial Gaze Shifts.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-21
Pub Date Mar 73
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cerebral Dominance, *Cognitive Processes, *Eye Movements, *Motor Reactions, Neurological Organization, Questioning Techniques, Technical Reports, Verbal Stimuli, Visual Stimuli
The direction of subjects' first gaze shift following questions designed to elicit verbal-linguistic or visuo-spatial processing was examined in three experiments under video camera and face-to-face interview conditions. In all three experiments, verbal questions elicited significantly more downward gaze shifts than spatial questions. However, previous findings that verbal questions elicited more rightward gaze shifts than spatial questions were not replicated. These results appear to be incompatible with theories linking direction of gaze shifts with the functional asymmetry of the cerebral hemispheres. It was also observed that trials on which no gaze shifts were elicited occurred more often for spatial than for verbal questions. (Author)

ED 079 364 TM 002 963
Goolsby, Thomas M., Jr.
Movement to the Multistate Bar Examination -- What Next? The Demand for Post-Examination Performance Criteria.
Pub Date [72]
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Higher Education, *Law Instruction, Literature Reviews, Multiple Choice Tests, *Performance Criteria, Professional Education, Selection, *Standardized Tests, *State Licensing Boards

During the middle 1960s, the Florida Board of Bar Examiners pioneered the inclusion of multiple-choice questions on the bar exam. This proved such a success that, in 1969, the National Conference of Bar Examiners formed a national committee to develop a program for a "national" objective bar examination. This exam is called the Multistate Bar Examination and was administered in a number of States early in 1972. The need for research to determine post-examination performance criteria is currently being ignored, but it is essential in establishing this bar exam as an effective licensing procedure. It is recommended that the National Conference of Bar Examiners establish another committee to specify procedures to answer questions of future performance. Otherwise, examinations and selection procedures are in jeopardy. (KM)

ED 079 365 TM 002 964
Willingham, Warren W.
Predicting Success in Graduate Education.
Educational Testing Service, Princeton, N.J.
Pub Date [73]
Note—23p.; Revised version of paper presented at a Council of Graduate Schools meeting, November, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Admission Criteria, *Competitive Selection, *Graduate Study, Higher Education, Literature Reviews, *Prediction, Predictive Ability (Testing), Predictive Measurement, Predictor Variables

The available objective evidence suggests that the accuracy of predicting which students will succeed in a particular graduate school is often no better than modest, especially if such predictions are based only upon a test or a grade record. Taken together these two types of predictors do a reasonably good job, considering the restricted range of ability involved. The best way to improve selection of graduate students will be to develop improved criteria of success. This is no small job for graduate faculties, but it carries the promise of more effective utilization of talent and greater assurance of equity in admitting students to advanced levels of training and the privilege associated with such programs. (Author)

ED 079 366 TM 002 965
Smith, William F., Comp. And Others
Jefferson Parish Schools ESAP Needs Assessment Survey.
Jefferson Parish School Board, Gretna, La.
Pub Date 72
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Attitudes, *Educational Needs, Educational Planning, Parent Attitudes, *Student Needs, *Surveys, Teacher Attitudes, Technical Reports

A needs assessment survey was conducted by Jefferson Parish, Louisiana, to provide meaningful planning for further ESAP programs. A questionnaire was administered to all teachers, principals and central office staff and was sent, via students, to a random sample of parents. Consensus of the respondents was that pupil services represents the most critical need of Jefferson Parish Schools. The areas of personnel, instructional materials, and school-community relations were also of major concern to one or more groups in the study. The development or improvement of curriculum content represented a strong concern by several groups, but not a first-priority item by any group. Personnel was a first-priority item by one group of respondents, was tied for last with another, and was tied for next-to-last by another. The second portion of the study showed that dropouts and/or potential dropouts and preschool, early childhood pupils were the target populations having the most critical needs. Handicapped pupils and those having unequal educational opportunities were identified as the next most critical populations. Some support was given to the target population concerned with the environmental conflict, principally as the second most critical need area. (For related document, see TM 002 966.) (KM)

ED 079 367 TM 002 966
Smith, William F., Comp. And Others
Jefferson Parish Schools Needs Assessment Survey. Appendix A and Appendix B.
Jefferson Parish School Board, Gretna, La.
Pub Date 72
Note—26p.
Available from—Not available separately; see TM 002 965
Document Not Available from EDRS.
Descriptors—Administrator Attitudes, *Educational Needs, Parent Attitudes, *Questionnaires, *Statistical Data, *Student Needs, Surveys, Teacher Attitudes

Appendix A contains the questionnaire used in the Jefferson Parish Schools Needs Assessment Survey, an explanation of each of the critical needs areas and target populations, and a supplementary response sheet for other critical needs and target populations. Appendix B contains response data on each part of the questionnaire for each of the groups surveyed--teachers, principals, parents, and central office staff. (For related document, see TM 002 965.) (KM)

ED 079 368 TM 002 967
Hale, Gordon A. Piper, Richard A.
The Effect of Pictorial Integration on Children's Incidental Learning.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No—ETS-RB-73-26
Pub Date Apr 73
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, Attention, Children, Cognitive Development, *Incidental Learning, *Learning Characteristics, Paired Associate Learning, *Pictorial Stimuli, Technical Reports, Visual Stimuli

Evidence regarding children's incidental learning has been derived largely from tasks in which the incidental stimulus features have been independent of the task-relevant information. The present study examined children's incidental learning with compound pictorial stimuli under conditions in which the relevant and incidental features were: (a) depicted together in an action relation; (b) depicted together in a static relation; or (c) represented as independent entities. These materials were compared in two experiments, one involving 8-, 11- and 14-year-old children and the other involving 8- and 14-year-olds (the static condition was excluded in the second experiment). Following a learning task requiring attention to a single element in each stimulus, incidental learning was measured by having the Ss, in effect, reconstruct the compounds. While incidental learning was found to be higher with the action materials than in the standard condition, the developmental trend in incidental learning scores was little affected by the pictorial integration. On one hand, these results extend the generality of the finding that children's incidental learning undergoes little change with age. On the other hand, the results contrast with evidence obtained from two sources--one showing that stimulus integration of another type can influence the developmental trend in incidental learning and the other showing an increase with age in the effects of action portrayal on international (paired associate) learning of pictorial associations. (Author/KM)

ED 079 369 TM 002 968
Pennypacker, H. S. And Others
Cost Efficiency and Effectiveness in the Detection and Improvement of Learning Abilities.
Pub Date [72]
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, *Cost Effectiveness, Educational Accountability, *Evaluation Techniques, Grade 1, *Learning Difficulties, *Measurement Instruments, Program Descriptions, Program Effectiveness, Tables (Data)
Identifiers—*Standard Behavior Chart

Out of the tradition of behavior analysis has come a system of behavioral measurement which is both sufficiently exact and sufficiently general to be used effectively in meeting the problems of educational accountability. The Standard Behavior Chart is a measurement tool that meets the specifications of frequency, celeration, sensitivity (in order to measure changes in the behavior of an individual child and all the behaviors of which individuals or groups are capable), and standardization (to permit direct comparison among the variables differentiating a number of situations. Four measures--frequency, accuracy, celeration and improvement index (a combination of accuracy and celeration)--are easily obtained from this chart and provide direct measures of both the quantity and quality of behavior and behavior change. The Standard Behavior Chart is most effective when it is made an integral part of the teaching process; teachers and students should be trained in its use so that it can aid in individualized evaluation, decision-making and planning. A high speed computer can be used in collating and analyzing the masses of data resulting from the use of the chart by teachers and students. Measures of benefit and efficiency can be obtained through analysis of the data. The Learning Abilities Development Program in North Carolina, which sought to screen first graders for potential learning deficiencies and give individualized service to each one targeted, utilized the Standard Behavior Chart successfully. (KM)

ED 079 370 TM 002 969
California State Board of Education Guidelines for School Districts to Use in Developing Procedures for Evaluating Certificated Personnel.
California State Board of Education, Sacramento.
Pub Date 72
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Guides, *Evaluation Methods, Evaluation Techniques, *Guidelines, *Personnel Evaluation, *School Districts, Statewide Planning, *Teacher Evaluation

The California State Board of Education guidelines for school districts in developing procedures for evaluating certificated personnel are presented. Following a description of the development of local guidelines, the development of specific evaluation procedures is given--job descriptions-employee classifications, evaluator-evaluatee relationships, and personnel evaluation. Contained in appendices are a summary of the relevant legislation, AB 293, implications of the new employee evaluation requirements, suggested activities for developing an evaluation program, and district costs in implementing the requirements of AB 293. (KM)

ED 079 371 TM 002 970
Wesman, Alexander G.
Double-Entry Expectancy Tables.
Psychological Corp., New York, N.Y.
Report No—Bull-56
Pub Date May 66
Note—9p.
Journal Cit—Test Service Bulletin; n56 p1-9 May 1966
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, *Expectancy Tables, Guidance Counseling, Personnel Selection, *Predictive Measurement, *Predictor Variables, *Statistical Analysis, Test Interpretation

Double-entry expectancy tables are used to make admissions, guidance, or employment decisions based on two predictors. Examples of their use in showing relationships between high school and college performance are explained. The advantages of double-entry expectacy tables given are: (1) relative simplicity of preparation requiring no formal statistical training; (2) ease in understanding; and (3) simultaneous display of relationships among two predictors and a criterion. Questions concerning the construction and use of these tables are answered. Directions are given for constructing a double-entry expectancy table: (1) decide what groupings are to be used for scores on each of the predictors and for scores, ranks or ratings on each criterion; and draw the appropriate grid; (2) make a tally mark for each person in the proper cell for his test scores and criterion rating; (3) when all cases have been tallied, add the number of tallies in each cell and record the sum in that cell; (4) to the right of each row, record the total of the entries in that row; (5) below each column, record the total for that column, using separate totals for each criterion category; and (6) compute percents to answer the various questions one may ask. (KM)

ED 079 372 TM 002 971
Doppelt, Jerome E. Bennett, George K.
Testing Job Applicants from Disadvantaged Groups.
Psychological Corp., New York, N.Y.
Report No—Bull-57
Pub Date May 67
Note—5p.
Available from—Test Service Bulletin, The Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017 (free)

Journal Cit—Test Service Bulletin; n57 p1-5 May 1967
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, *Disadvantaged Groups, *Equal Opportunities (Jobs), Job Applicants, *Personnel Selection, Predictive Ability (Testing), Racial Discrimination, *Test Bias, *Testing, Testing Problems, Test Reliability

Companies have been accused of using tests as a means of maintaining unfair discrimination against groups which have already suffered from many forms of discrimination. It does not follow, however, that tests themselves merit condemnation. Employers who use tests do so because the information furnished by tests is valuable to them in making hiring decisions. Although testing is not free from defect or beyond criticism, appropriately chosen and properly administered ability tests are superior to most available alternatives. Some of the problems stemming from the testing of disadvantaged groups, such as reduced reliability due to the compression of score distributions, are of a technical nature and are unrelated to discrimination. Many of the issues have both psychometric and social aspects. Some current testing procedures should be changed to reduce the fear and hostility that may be engendered by materials felt to be biased or unfair. More attention must be devoted to research with actual score and performance data in order to improve the predictive efficiency of tests. But discrimination in the world of work will not be resolved by improved psychometrics alone. The use of tests in employee selection is inherently a friendly rather than a hostile act to those who come to the job market from backgrounds of limited opportunity. The rejection of measuring instruments which register the consequence of cultural deprivation is merely a modern version of killing the messenger who brings bad news. (Author/KM)

ED 079 373 TM 002 972
Babad, Elisha Y. Budoff, Milton
Sensitivity and Validity of Learning Potential Measurement in Three Levels of Ability.
Research Inst. for Educational Problems, Cambridge, Mass.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.; National Inst. of Mental Health, Rockville, Md.
Pub Date 73
Grant—OEG-0-8-080506-4597-(607)
Note—40p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Gains, *Cognitive Ability, Comparative Analysis, *Intelligence Tests, Problem Solving, Technical Reports, *Testing, *Test Validity, Test Wiseness

In learning potential (LP) tests, intelligence is measured by repeated administrations of reasoning tasks, with interpolated training in problem-relevant strategies. In a comparison of the differential sensitivity and validity of LP and IQ measures, subjects were divided into three IQ groups: bright normal, dull-to-average, and subnormal (EMR). In the first study, both low IQ groups gained more from the coaching than did the bright group. In the second study, the concurrent validity of the LP test was equal to that of IQ in the entire sample and in the bright group, but superior to IQ in the low, disadvantaged groups. (Author)

ED 079 374 TM 002 973
Littlejohn, Mary T.
A Mastery Approach for Large Classes in Introductory Educational Psychology.
Pub Date 73
Note—9p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Psychology, *Grading, Higher Education, *Learning Theories, Multiple Choice Tests, *Performance Criteria, Speeches, Student Evaluation, *Teaching Methods, Testing

A learning-for-mastery approach, recommended by Bloom and based on key points suggested by Biehler, was used in large lecture sections of undergraduate educational psychology. Quizzes were composed of completion items; one or more alternate forms could be taken until mastery was achieved or grades raised. Students also did short papers on readings or projects chosen by them, in order to add a less convergent dimension of learning and as an additional way of raising grades. Minimum mastery level was a C average on each quiz and two papers. Student evaluation of the approach has been enthusiastically positive. (Author)

ED 079 375 TM 002 974
Evans, Max W.
School Evaluation: A Lever for Meaningful Change.
Pub Date 25 Mar 73
Note—19p.; Speech presented to the 78th Annual North Central Association Meeting (Chicago, Illinois, March 25, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Responsibility, Administrator Role, Educational Accountability, Educational Administration, *Educational Change, *Principals, *Program Evaluation, *Schools, Speeches

The principal who genuinely wants to change things in his school has a potentially powerful tool in the North Central Association plan for school evaluation. A major roadblock to reform has been conservatism both in the profession and among the public. The emerging role of the principal saddles him with the responsibility for bringing about change in institutions that do not want to change. Some of the concepts involved in an understanding of change are: individualization, decision-making, strategy and staging, long-range planning, conflict, opinion leaders, pressure points, values, costs, communication, consultants, self-motivation, emotions, and the leader's motives. The creative use of the North Central Association accreditation and evaluation process can allow the principal to utilize the pressures of the outside accrediting agency and the visiting team, along with the school staff and administration, in pointing out needed change within the educational program. The following kinds of action are helpful in enabling the principal to use school evaluation as a base for change: (1) make the conscious decision to use this method to initiate change; (2) generate as much support as possible from those above you; (3) communicate your intentions to the staff; (4) pay especial attention to the makeup of the visiting team; (5) plan for student participation; (6) set the tone for the staff by dealing objectively with the final report of the visiting team; (7) set a standard of openness in order to encourage change; and (8) be sure to act on the report rather than filing it away. (KM)

ED 079 376 TM 002 975
Buchmiller, Archie A.
State Assessment (Accountability): Potential for Becoming a Friend or Foe?
Pub Date 27 Mar 73
Note—22p.; Speech delivered at Annual Meeting of the North Central Association of Colleges and Secondary Schools (78th, Chicago, Illinois, March 27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Educational Accountability, Educational Objectives, *Evaluation Methods, *Program Evaluation, Research Methodology, Speeches, *State Programs, Testing

A summary of legislation concerning educational accountability reveals that 13 States hope to find greater accountability in testing or assessment programs, 7 in planning, programming, budgeting systems, 4 in uniform accounting system, 8 in the evaluation of professional employees, 2 in management information systems, and 1 in performance contracting. The framework of educational accountability also includes goals, educational vouchers, program audits, citizen involvement and related concepts. One problem in accountability is that there are apparently wide differences between citizens' expectations of public education and those of educators. Accountability is frequently being redefined with an emphais on outcomes using cost-effectiveness techniques; it should be understood that educators can be held accountable only within the constraints of the financial resources allocated to them. The most popular legislative means to accountability, statewide assessment programs, is often objected to on the grounds that abuses in the use of test data outweigh the benefits likely to be obtained from the data. The shortcomings and bias of norm-referenced tests, the use of random sampling, and pressures on all concerned are some of the objections to State assessment. Proponents of this method believe it will increase commitment to education. Efforts are being made to encourage the use of experimental programs and to improve statistical methods of handling data. (KM)

ED 079 377 TM 002 976
Harris, Adrian H.
The Comparability Question: Potential Uses and Misuses of Data.
Pub Date May 73
Note—14p.; Paper presented at the 1973 Forum Association for Institutional Research (Vancouver, British Columbia, May 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Analysis, Data Bases, *Data Collection, Decision Making, Higher Education, *Information Dissemination, *Information Seeking, Information Sources, *Information Utilization, Speeches

Higher education is now and will increasingly be faced with requests for data from a variety of sources to which it is accountable. Such data may ultimately be used in decision-making regarding the appropriation of public and private resources. Comparisons of costs and other measures among institutions will be the byword. Thus it is important that potential areas of misunderstanding and misuse of information be fully understood both by those who provide the data and those who receive it. It is not implied that such requests for data are necessarily inappropriate; in fact, if used responsibily, data comparison can also be a valuable internal decision-making tool for the institution. This paper, then, is designed for both the potential requestors of data and the members of the higher education community who will be responding to such requests. The difficulties in routine data comparisons, some of which were experienced by a six-member data exchange group, are explained. Suggestions are made concerning ways in which data comparison can be handled meaningfully. A variety of actual examples are described in some detail, including problems of both definition and analysis. Further illustration is provided in an attachment. (Author/KM)

ED 079 378 TM 002 977
Bailey, William J.
Criterion-Referenced Student Evaluation Systems.
Pub Date 73
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Admission, *Criterion Referenced Tests, Educational Objectives, *Evaluation Methods, *Grading, Individualized Programs, Performance Criteria, Secondary Grades, *Student Evaluation, Technical Reports

Grades, as conventionally conceived and used, are failing the educational system. There are numerous mistakes made in the computation of grades and grade point averages. They become the end of the educational endeavor instead of an evaluation procedure. They are psychologically damaging to two-thirds of the students because of their inability to get the only two good grades (A & B) and they interfere with a good relationship between teacher and student. Concord High School in Wilmington, Delaware has initiated a criterion-referenced system which eliminates grades, grade point averages, class rank, valedictorian/saluatorian distinctions. This system is based on carefully written performance objectives which allow students to progress at their own rate of speed and completing the course when they have achieved the objectives. There are two basic levels in which a student may choose to operate, sufficiency and proficiency. The former designation is for those meeting basic requirements and the latter is designed for those who have unusual motivation, interest and skills and wish to distinguish themselves. Colleges will accept transcripts devoid of grades, grade point averages and class rankings, if the schools can provide adequate information on what the student knows. Surveys of 180 colleges support this premise. Only 10% report that this kind of transcript might interfere with the student's admission. The only thing preventing change in the grading system is developing a strategy for the change process. (Author)

ED 079 379 TM 002 978
Bass, Bernard M. And Others
Standardized Magnitude Estimations of Frequency and Amount for Use in Rating Extensivity.
Rochester Univ., N. Y. Management Research Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-61
Pub Date 1 Apr 73
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Language Research, *Language Usage, Linguistic Patterns, *Rating Scales, *Statistical Analysis, Technical Reports, *Word Frequency
Magnitude estimation was employed to find the numerical equivalents of 39 expressions of frequency ranging from never to always, and 44 expressions of amount ranging from none to all. The results were generalizable across three age-education-occupation levels and unaffected by whether ratings were an important or unimportant issue. Geometric means and appropriate variance measures are provided for each expression as well as suggestions for four- through nine-point scale anchors. The percent overlap in judgments for adjacent points on scales are also given. Results are related to earlier work on scaling, and the utility of the present approach is indicated. (Author)

ED 079 380 TM 002 980
Safransky, Robert J.
New Skins for New Wine.
Pub Date 5 Feb 73
Note—18p.; Paper presented at Annual Convention of the National Association of Secondary School Principals (Dallas, Texas, February 5, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Rating, *Career Education, Career Planning, Intermediate Grades, Occupational Guidance, Occupational Information, Program Descriptions, Student Evaluation, *Vocational Development, *Vocational Interests
The development of a pre-vocational exploratory program by a junior high school faculty is reported. In an attempt to integrate the academic and pre-vocational exploratory subjects, all pupils are required to take a vocational course as part of their normal load. The primary goal of the program is to develop an awareness of the many careers and career opportunities that are available to pupils who will prepare themselves for these careers through appropriate educational and skill training programs. The faculty also developed a progress report that uses, instead of letter grades, a combination of written statements about the pupil's work in the area and a checklist on his citizenship and work habits. Pupils are measured in relation to their abilities and effort in class. The problem that a non-graded progress report presents to receiving schools was partially solved by including an explanation of the progress report. (Author/KM)

ED 079 381 TM 002 981
Rimoldi, H. J. A.
Evaluation and Training of Clinical Diagnostic Skills. Publication No. 41.
Loyola Univ., Chicago, Ill. Psychometric Lab.
Spons Agency—Commonwealth Fund, New York, N.Y.
Report No—Pub-41
Pub Date 63
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Clinical Diagnosis, Medical Case Histories, *Medical Education, Medical Students, Performance Criteria, *Performance Tests, Professional Training, Scoring, Statistical Analysis, *Student Evaluation, Technical Reports
Identifiers—*Test of Diagnostic Skills
The Test of Diagnostic Skills is intended to explore the way a physician or a medical student solves a clinical problem through analysis of the type and sequence of the questions he/she asks. The emphasis is on processes used to reach a conclusion rather than on the accuracy of the conclusion itself. Information based on a real clinical case is written on removable cards placed in overlapping flat pockets. The questions that may be asked are written on the top edges of the cards. The information pertinent to a question is contained on the reverse side of the card. After reading preliminary information about the case, the subject is requested to reach a diagnosis by asking as many questions as he wishes, in any order, from the questions presented to him. The subject is instructed to read the information contained on the reverse side of the chosen card before asking the next question. The questions asked, and those not asked, are recorded. The test usually consists of 50 to 80 cards. Several scoring methods have been developed to study the performance of junior and senior medical students and physicians; the results reported were obtained with a sample of approximately 90 juniors, 130 seniors, and 40 physicians. The mean number of questions asked by each group for the three parts of the test, clinical interview, physical examination and laboratory data, was caluclated; it was found that juniors and physicians vary more than seniors in the number of questions asked. Also computed were utility indexes for each question, the performance curve of each subject, and values used to score students in terms of the physicians' performance. (For related document, see TM 002 982.) (KM)

ED 079 382 TM 002 982
Haley, John V.
Effects of Training on the Test of Diagnostic Skills. Publication No. 30.
Loyola Univ., Chicago, Ill. Psychometric Lab.
Spons Agency—Commonwealth Fund, New York, N.Y.
Report No—Pub-30
Pub Date 63
Note—16p.; Paper presented at Association of American Medical Colleges' First Annual Conference on Research in Medical Education, October, 1962
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Clinical Diagnosis, Cross Sectional Studies, Longitudinal Studies, *Medical Education, Medical Students, Performance Criteria, *Performance Tests, Professional Training, *Scoring, *Statistical Analysis, Student Evaluation, Technical Reports, Test Results
Identifiers—*Test of Diagnostic Skills
This report summarizes research performed on the Test of Diagnostic Skills, used to evaluate the clinical diagnostic skills of medical students. Forms of the test were administered to groups at different levels of medical experience to ascertain the effect of training on performance. A cross-sectional study was conducted with approximately 90 junior medical students, 145 seniors, and 40 physicians. A longitudinal study was conducted with 36 subjects, who were tested at the end of their junior and senior years. Individual and group performances were analyzed. The following were computed: (1) mean number of questions asked by groups; (2) a utility index, the ratio between the number of times a question was asked and the total number in the group, for each question; (3) maximum and minimum performance curves for individuals; (4) utility scores, the average of the utility indexes of all the questions asked by a particular subject. A pattern analysis and a sequential evaluation, in which students were compared to norms developed for physicians and clinicians. (For related document, see TM 002 981.) (KM)

ED 079 383 TM 002 983
The Colorado Evaluation Project (Common Status Measures). Progress Report.
Colorado State Dept. of Education, Denver.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 20 Jun 70
Contract—OEC-0-70-3781(284)
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Needs, Educational Objectives, *Educational Testing, *Program Evaluation, *State Programs, Technical Reports, Test Construction, Testing, Testing Problems
The Colorado Evaluation Project was funded to field test the Common Status Measures concurrently with Colorado's pilot program in assessment and evaluation. The primary purpose is to determine Colorado's educational needs, and the secondary purpose is to test procedures for assessment which can be replicated or adapted by local school districts or other States. These activities have been completed: (1) developing test items; (2) building test forms; (3) drawing a sample of pupils; (4) hiring and training test proctors; (5) administering tests; and (6) keypunching data. A description of these activities, resultant products, and problems encountered is provided. Some 12,000 tests were administered to a random sample of students in 31 districts across Colorado. The Common Status Measures were administered to 1,030 fourth- and eleventh-graders in Colorado. Tests in six subject areas were given to determine whether certain curricular objectives are being met. (Author/KM)

ED 079 384 TM 002 984
Doppelt, Jermoe E.
Watch Your Weights.
Psychological Corp., New York, N.Y.
Pub Date 57
Note—4p.; Reprint from previous Test Service Bulletin
Journal Cit—Test Service Bulletin, n52-52 p2-5 1957-1958
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, *Scoring, Statistical Analysis, *Test Interpretation, Test Results, *Weighted Scores
The toal score concept is considered from the test user's point of views. The simples kind of total, obtained by adding raw scores on the tests, automatically assigns weights to the tests which are proportional to their standard deviation. When desired or appropriate, tests can be weighted equally in a total by transforming the raw scores on each test so that standard deviations will be the same. This procedures, usually done by converting the scores on each test to scaled scores, does not of itself provide a better measuring instrument. Validation studies must still be conducted. For a particular criterion, the most predictive type of total score is one based on optimum weights for the tests. In some instances, test authors have so constructed their tests that a simple summation of scores is also the best-weighted total for a specific type of criterion. It is not safe to assume this however; the data should be examined carefully. (Author/KM)

ED 079 385 TM 002 985
Wesman, Alexander G.
Comparability Vs. Equivalence of Test Scores.
Psychological Corp., New York, N.Y.
Report No—Bull-53
Pub Date Sep 58
Note—4p.; Reprint from Test Service Bulletin
Journal Cit—Test Service Bulletin; n53 p6-9 Sep 1958
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, Norms, *Scores, Standardized Tests, *Test Interpretation, *Test Results
Comparable scores represent equal rank in a given population-they imply nothing concerning what is being measured. Equivalent scores represent similarity of what is being measured – the more complete the equivalence, the greater the likeness of measurement. The test user would do well to keep these distinctions in mind; to avoid being confused into accepting comparable scores as denoting equivalence of measurement; to insist on close approximations to complete equivalence in alternate forms; and to recognize that in substituting one test for another he may prefer rough equivalence to more precise equivalence if he is seeking to improve validity. (Author)

ED 079 386 TM 002 986
Ricks, James H., Jr.
On Telling Parents About Test Results.
Psychological Corp., New York, N.Y.
Report No—Bull-54
Pub Date Dec 59
Note—4p.
Journal Cit—Test Service Bulletin; n54 p1-4 Dec 1959
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, Counselor Functions, Grade Equivalent Scores, Intelligence Quotient, *Parent Conferences, *Scores, *Test Interpretation, *Test Results
Two principles and one verbal technique provide a sound basis for communicating to students and their parents the information obtained from testing: (1) parents have the right to know whatever the school knows about the abilities, performance and problems of their children; (2) the

school has the obligation to see that it communicated understandable and usable knowledge; and (3) preface the analysis of test results with the phrase "you(or your son/daughter) score like people who..." Communicating test results meaningfully involves attention to content, language and audience. IQs should rarely be reported to students or their parents. Grade placement scores or standard scores are less likely to cause trouble, but they require careful explanation. Percentiles probably are the safest and most informative numbers to use provided it is made clear that they refer not to the percent of questions answered correctly but to the percent of people whose performance the student has equalled or surpassed and provided it is made clear who the people are with whom the student is being compared. (KM)

ED 079 387 TM 002 987
Seashore, Harold G.
The Identification of the Gifted.
Psychological Corp., New York, N.Y.
Report No—Bull-55
Pub Date Dec 63
Note—8p.
Journal Cit—Test Service Bulletin; n55 p1-8 Dec 1963
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Bulletins, *Competitive Selection, *Gifted, *Profile Evaluation, Scores, Superior Students, Talented Students, Test Interpretation, *Test Results

Procedures for the selection of gifted students through analysis and evaluation of test profiles are described in fictional form, using the activities and conversations of two counselors named Stan Devian and Norm Curve. The following principles were evolved: (1) a gifted student program must start with goals that are understood and accepted by the whole staff; (2) the program must be expressed in terms of what a particular school can do now or in the near future; (3) no one group within the school should have exclusive control of defining brightness or identifying the pupils who will qualify; (4) for practical reasons, keep separate the search for the intellectually gifted and the search for the gifted in other areas; and (5) multi-aptitude test batteries are essential to the comprehensive assessment of each pupil's level and pattern of mental abilities and as a basis for counseling. (KM)

ED 079 388 TM 002 988
Lake, Dale G., Ed. And Others
Measuring Human Behavior.
Pub Date 73
Note—438p.
Available from—Teachers College Press, Teachers College, Columbia University, New York (no price quoted)
Document Not Available from EDRS.
Descriptors—Affective Behavior, Affective Tests, Attitude Tests, Cognitive Tests, *Group Behavior, *Interpersonal Relationship, Psychological Tests, *Reference Books, *Social Behavior, *Test Reviews

This reference book is designed for the social science researcher, the applied behavioral scientist, and other practitioners or researchers who need instruments measuring human behavior. The first section of the book provides reviews of 84 instruments designed to measure social functioning--38 oriented to personal variables (13 cognitive-perceptual, 19 affective-motivational, and 6 overt behavior), 24 interpersonal, 10 group, and 12 organizational. For each instrument included, information on the following is provided: title, author, availability, variables, description, administration and scoring, development, critique (reliability, validity, norms, possible difficulties), general comment, references, and uniterms (key words referring to the variables tapped by the measure or relevant to it). In the second section, 20 other compendia of instruments are reviewed. For these, information on the following is provided: title, authors, availability, testing areas covered, description, critique, and general comment. In addition to an author index, a uniterm index is provided to enable readers to locate instruments bearing on variables in which they are interested. (KM)

ED 079 389 TM 002 989
Weinberg, Eve
Community Surveys with Local Talent: A Handbook.
National Opinion Research Center, Chicago, Ill.
Report No—NORC-R-123
Pub Date 71
Note—304p.
Available from—National Opinion Research Center, 6030 South Ellis Avenue, Chicago, Illinois 60637 ($5.00)
Document Not Available from EDRS.
Descriptors—Employment Opportunities, *Field Interviews, *Guides, Job Training, *Low Income Groups, Research Methodology, Supervisory Activities, *Supervisory Methods, Surveys, *Training Techniques, Work Experience

This handbook sets forth guidelines for conducting the field interviewing portion of a sample survey in a low-income area. It is based on the experiences of the National Opinion Research Center in selecting, training, and supervising local residents as interviewers in the course of conducting health surveys in certain OEO target areas. The data collected by these interviewers are considered comparable in accuracy and quality to data collected by "typical" middle-class interviewers; although local-resident interviewers require more training and supervision, it is felt that this experience gives them an understanding of good work habits and pride in one's work. The guidelines cover the following: (1) preliminary arrangements--relations between the Health Center Board, staff, and survey supervisor; housing; payment policies, hiring other survey personnel, interviewer materials; (2) selection of interviewers--recruitment, orientation, try-out interviews, personal interviews with applicants, record keeping, hiring decisions, demographic characteristics; (3) drawing the sample--implications, field listing for the full probability sample; (4) interviewer training--goals, content, timing, length, size of the group, number of trainers, resource people, physical setting, visual aids, scheduling, guidelines for the trainer; (5) supervision of the field work--making assignments, record system, interviewer reporting, quality control, payment procedures; and (6) when the survey is finished--job possibilities for interviewers, role of the supervisor. Sample forms and materials are provided in appendices. (KM)

ED 079 390 TM 002 990
Gerbner, George Gross, Larry
Cultural Indicators: The Social Reality of Television Drama.
Pennsylvania Univ., Philadelphia. Annenberg School of Communications.
Pub Date [73]
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Commercial Television, Concept Formation, Content Analysis, Cultural Awareness, Cultural Environment, *Cultural Factors, *Cultural Images, *Drama, *Environmental Influences, Oral Communication, Research Proposals, Stereotypes, *Television Viewing, Violence

A proposal is presented for the continuation of ongoing research into the relationships between pervasive cultural trends represented by network television drama and popular conceptions of reality in the areas or health, behavior, and policy. The research leading to the development of the Cultural Indicators (of trends in television dramatic content and their effects) began with the analysis of the most pervasive and comprehensive images of everyday culture found in television drama. The symbolic structures and functions of the message systems in television drama provided the basis of the pilot project, which gave striking evidence of the cultivation of certain assumptions and conceptions among heavy viewers. The pilot project involved: (1) a study in which children were asked to rate specially prepared pictures according to who would be the aggressor/victim or hero/villain; answers revealed race, age and sex biases; and (2) a survey of adult viewers through telephone interviews involving the use of a semi-projective questionnaire with forced error choice items and opinion items. The next and final phase of research should establish the theoretical and practical usefulness of cultural indicators as guides to scientific understanding, citizen and consumer behavior, and public policy in communications and culture. (KM)

ED 079 391 TM 002 991
McLaurin, William A. And Others
Rationale for and Development of a Battery of Performance Tests for Vocational Selection.
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aptitude Tests, Job Skills, *Performance Tests, *Predictive Ability (Testing), Psychomotor Skills, Technical Reports, *Test Bias, *Test Construction, Testing Problems, *Vocational Aptitude

Deficiences in the field of psychological testing associated with the assessment of vocational aptitudes are considered. The rationale for a new approach designed to obviate these deficiences is given. A description of the procedures which provide for implementation of the new approach and the semi-automated Performance Assessment System (PAS) is described in detail. (Author)

ED 079 392 TM 002 992
Harris, William And Others
Project TRACE: Research and Evaluation of Follow-Up Studies of High School Graduates Using Sampling Techniques.
Human Factors Research, Inc., Goleta, Calif.
Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education.; Santa Barbara County Schools, Goleta, Calif.
Pub Date Oct 72
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demography, *Followup Studies, *Graduate Surveys, High School Graduates, Questionnaires, *Research Methodology, *Sampling, *Statistical Analysis, Technical Reports

Research was conducted to determine whether statistical sampling techniques' could be applied effectively in followup studies of high school graduates and, if so, what sampling model is most appropriate. Records at four high schools in the Santa Barbara area were examined to develop statistical, demographic profiles of two populations, the 1970 and 1971 graduates. A questionnaire was sent to each graduate. Three weeks later a second questionnaire was sent to nonrespondents, and three weeks after that nonrespondents were interviewed by telephone. Data from 78% of the 1970 and 82% of the 1971 graduates were thus obtained. Examination of the statistical profiles of respondents revealed the questionnaire data to be representative of the entire population. Differences in response rates and in responses to questionnaire items were analyzed and found to be related to sex, ethnic background, and grade point average. Subsequently, random and stratified-random samples of different sizes were drawn from the respondent pools. Samples of the latter type were stratified on combinations of sex, ethnic background, and GPA. Several behavioral and attitudinal questionnaire items were selected to evaluate the effectiveness of the sampling models. It was found that the stratified-random sample models provided more accurate results than the random sample models. Several criteria for selecting the proper sample size are discussed. (Author/KM)

ED 079 393 TM 002 993
Buell, Kenneth, Comp. And Others
An Annotated List of Tests for Spanish Speakers.
Educational Testing Service, Princeton, N.J.
Pub Date Jan 73
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Intelligence Tests, Personality Tests, Personnel Selection, *Spanish Speaking, *Test Reviews, *Tests

This annotated listing of tests currently available for Spanish speakers provides the grade or age levels for which the tests are intended, the subject matter or areas covered, specific references to test reviews in the Mental Measurements Yearbooks, complete names and addresses of publishers, and other general information of interest to prospective test users. Tests are listed under the following topics: verbal achievement and aptitude/ability; mathematics, science achievement and aptitude/ability; personnel/industrial; intelligence; personality; and miscellaneous. (KM)

ED 079 394 TM 002 994
Scriven, Michael
The Evaluation of Educational Goals, Instructional Procedures and Outcomes or The Iceman Cometh.
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, Educational Needs, Educational Objectives, *Evaluation,

*Evaluation Methods, *Evaluation Techniques, Formative Evaluation, *Models, Summative Evaluation

A model checklist conceptualizing the evaluation process is presented and discussed. It is quite general and is intended to apply to the evaluation of educational products, procedures and most outcomes. The Pathway Comparison Model consists of the following: (1) characterization--how generally or specifically to describe the "treatment"; (2) clarification of conclusion with client--award of merit, best buy, etc.; (3) causation--Does it enter? How is it to be handled?; (4) comprehensive check of consequences; (5) conceptualization--compression typically using preceding data but may use some from steps 6-8; (6) costs--including disruption, etc., and the costs of the evaluation; (7) consumer characteristics--market and need analysis, covers consumers for the product and the evaluation; (8) critical competitors (real, ideal, etc.--repeat 1-7 for them); (9) credentialing--combining; and (10) conclusions and communications--data processing, design, writing, and dissemination. A detailed checklist for product evaluation is appended. (KM)

ED 079 395 TM 002 995

Osen, Deborah K.

Predicting Reading Achievement for the Gifted Upper Grade Student.

Pub Date 73

Note—7p.; Paper presented at the California Association for the Gifted Conference (San Francisco, California, March 2-3, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Expectation, *Gifted, Grade 4, Grade 6, Grade Equivalent Scores, Intelligence Differences, *Prediction, *Reading Achievement, Reading Tests, Technical Reports

A study was conducted to determine how well gifted students in grades 4-6 should be reading and whether traditional reading expectancy formulas are useful in predicting reading achievement of gifted students in the upper elementary grades. The total reading scores on the Comprehensive Test of Basic Skills (Form Q2) for 624 fourth and sixth graders were divided into categories according to the student's IQ range and grade level. Average reading achievement ranged from two to nearly four years above grade level. Reading achievement increased in direct relationship to IQ. No significant differences were found between the achievement of males and females within each IQ range at each grade level studied. Three reading expectancy formulas, the Harris, Los Angeles, and Bond and Tinker, were used to compare the actual reading achievement of the gifted fourth and sixth graders with predictions of their performance at this time. The Harris formula predicted actual reading achievement most accurately. It was concluded that the Harris formula is a more accurate predictor, that it should prove useful in predicting individual achievement in reading, and that it could be useful in identifying remedial readers among the gifted population. (KM)

ED 079 396 TM 002 997

Fenske, Robert H. And Others

College Student Migration.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RR-54

Pub Date Dec 72

Note—27p.

Available from—Publication and Information Services Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*College Choice, *College Freshmen, Migration, *Migration Patterns, *Student Characteristics, Tables (Data), Technical Reports

This study examines the background characteristics of two large national samples of first-time enrolled freshmen who (a) attended college within their state of residence but away from their home community, (b) migrated to a college in an adjacent state, (c) migrated to a college in a distant state, and (d) attended college in their home community. The first sample included 32,351 fall 1966 enrollees in 796 colleges in 39 states; the second sample included 50,205 fall 1969 enrollees in 1,103 colleges in 45 states. These data provided the basis for an analysis of national trends in migration to college. The relationship of these trends to a wide variety of student characteristics, attributes, and backgrounds is also examined. The findings reveal that significant shifts in college migration patterns occurred over the period studied and that the four migration groups differed significantly on the variables studied. (Author)

ED 079 397 TM 002 999

Development and Analysis of 18 Experimental Objectives-Based Measures Administered in 1972.

Educational Evaluation Associates, Los Angeles, Calif.

Spons Agency—New Mexico State Dept. of Education, Santa Fe.

Pub Date Sep 72

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, Accreditation (Institutions), Data Collection, Educational Accountability, Educational Objectives, *Evaluation Methods, Grade 12, *Program Evaluation, *State Programs, Tables (Data), Test Construction, *Testing

Identifiers—New Mexico

The development, field testing, and analysis of one component of New Mexico's statewide evaluation system, a set of 18 objectives-based tests administered to high school seniors in 56 districts, are summarized. The focus of this component is on providing: (1) information to school districts about the performance of their seniors on certain educational objectives, and (2) a data base to the New Mexico State Department of Education for the purposes of accrediting schools and evaluating State educational programs. Efforts to date are considered successful in view of the following findings: (1) a comprehensive catalogue of objectives has been developed and is ready for final field testing; (2) school personnel, students and community representatives were involved in selecting objectives with which each district is most concerned; (3) good tests were constructed to assess student performance on those objectives; (4) efficient procedures were used in administering these measures in 56 districts to a large, representative sample of seniors; (5) results of the testing indicated how the prototype measures should be modified for subsequent use; and (6) procedures were developed for reporting test results in terms of whether students are performing below, at, or above expected levels. (Author/KM)

ED 079 398 TM 003 000

Strauss, John S. Carpenter, William T., Jr.

The Evaluation of Outcome in Schizophrenia.

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Clinical Diagnosis, Comparative Analysis, *Evaluation Criteria, *Medical Evaluation, Medical Treatment, *Schizophrenia, *Statistical Analysis, Technical Reports

Understanding outcome in schizophrenia is important for choosing among the competing concepts of this disorder and for evaluation of treatment methods. Nevertheless, there is much disagreement and confusion about the nature of outcome in schizophrenia. This report describes features of diagnosis and outcome that contribute to this confusion and suggests a framework of key diagnostic and outcome criteria to provide a basis for reporting, interpreting and comparing the findings of outcome studies. Analysis of data from several of the more comprehensive studies using this framework demonstrates key characteristics of outcome in schizophrenia. (Author)

ED 079 399 TM 003 002

van Thillo, Marielle

Computer Subroutines for Analytic Rotation by Two Gradient Methods.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RM-73-11

Pub Date Jun 73

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comparative Analysis, *Computer Programs, *Factor Analysis, *Matrices, *Oblique Rotation, *Orthogonal Rotation, Statistical Analysis

Two computer subroutine packages for the analytic rotation of a factor matrix, A(p x m), are described. The first program uses the Flectcher (1970) gradient method, and the second uses the Polak-Ribiere (Polak, 1971) gradient method. The calculations in both programs involve the optimization of a function of free parameters. The result is a transformation matrix, T(m x m), giving us the rotated factor matrix, AT(p x m). The advantage of the Fletcher method, a modification of the Fletcher Powell (1963) method, is that convergence is more rapid than with the Polak-Ribiere method. However, since Fletcher's method builds up an inverse Hessian matrix and the Polak-Ribiere method does not, more computer storage has to be used in the first program than in the second. Therefore, when m is large, the Polak-Ribiere method will have to be used because of storage considerations. Listings of subroutine ROTATE with subprograms using both methods are provided in an appendix. Details of the author's experience with both gradient methods are also given. (Author/KM)

ED 079 400 TM 003 003

Stroud, T. W. F.

Combining Unbiased Estimates of a Parameter Known to be Positive.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-73-47

Pub Date Jun 73

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Calculation, Mathematical Applications, *Mathematical Models, Measurement Techniques, *Statistical Analysis, *Statistical Bias, Statistics

The statistician has n independent estimates of a parameter he knows is positive, but, as is the case in components-of-variance problems, some of the estimates may be negative. If the n estimates are to be combined into a single number, we compare the obvious rule, that of averaging the n values and taking the positive part of the result, with that of averaging the positive parts. Although the estimator generated by the second rule is not consistent, it is shown by numerical calculation that for small n it has a smaller mean square error than the first over a considerable region of the parameter space, and that for $n = 2$ or 3 the second is minimax relative to the first over a region consisting of almost the whole parameter space. The distribution of each of the n estimates is assumed to be either Gaussian or the distribution of a weighted difference of two independent chi-squares with known degrees of freedom, as in one-way components of variance. Some other simply calculated estimators, including the positive part of the median, are studied for the chi-square difference case with (2,2) degrees of freedom and $n = 3$. (Author)

ED 079 401 TM 003 005

Hollmann, Thomas D.

Differential Validity: A Problem with Tests or Criteria?

Pub Date May 73

Note—12p.; Paper presented at a meeting of the Midwestern Psychological Association, May, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Correlation, Evaluation Criteria, *Performance Criteria, Predictive Measurement, Predictor Variables, Racial Discrimination, *Rating Scales, *Test Bias, Testing Problems, *Test Interpretation, *Test Validity

The evidence used in condemning a test as racially biased is usually a validity coefficient for one racial group that is significantly different from that of another racial group. However, both variables in the calculation of a validity coefficient should be examined to determine where the bias lies. A study was conducted to investigate the construct validity of a set of predictors and a set of criterion scales separately for blacks and whites. Data were collected during a project to validate a test battery and a followup study of the effectiveness of the resultant selection procedures. Ss totaled 70 blacks and 104 whites. Tests used were the Adaptability Test, the Spelling scale, word meaning scale, checking scale and copying scale of the Purdue Clerical Adaptability Test and the ten scales of the Guilford-Zimmerman Temperament Survey. The criterion scales consisted of 5 specially constructed, behaviorally anchored rating scales measuring accuracy, information, attitude, initiative, and knowledge of procedures. Eleven cases of differential validity occurred. The pattern of test-criterion relationships was obviously different for the two groups. The factor patterns for the 15

predictors were for the most part similar for blacks and whites. The analysis of the factor structure of the predictors suggested that they measure the same or similar constructs within the two groups. Results indicate that the criterion scales, more than the predictors, contributed to the differential validity and single-group validity. (KM)

ED 079 402 TM 003 006
Woodson, M. I. Charles E.
The Issue of Item and Test Variance for Criterion-Referenced Tests.
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, *Evaluation Criteria, Item Analysis, *Item Sampling, Statistical Analysis, *Test Construction, Testing, Test Interpretation
It has been argued that item variance and test variance are not necessary characteristics for criterion-referenced tests, although they are necessary for norm-referenced tests. This position is in error because it considers sample statistics as the criteria for evaluating items and tests. Within a particular sample, an item or test may have no variance, but in the population for which the test was designed and evaluated, both items and tests must have variance. (Author)

ED 079 403 TM 003 007
Georgia Statewide Testing Program Results 1972-73: 8th Grade Schools Category Report.
Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
Pub Date May 73
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Comparative Analysis, *Grade 8, Performance Factors, Program Evaluation, Public Schools, Standardized Tests, *State Programs, Statistical Data, *Test Results
Identifiers—*Georgia
This report, one of six volumes presenting the results of Georgia's statewide testing program, provides test results for the eight grade by school category and, within categories, by school. The categories, totaling 48 for individual schools and 48 for systems, were devised in an effort to make comparisons between schools and systems more meaningful. Each category is defined by three factors which have been shown to influence achievement test scores: (1) systems or school size--average daily attendance; (2) mental abilities scores of students--Cognitive Abilities Test verbal scores; and (3) income level--the percent of students above a minimal income subsistence level. No in-depth analysis of results is given in this report, which should be read in conjunction with the other reports. The following information is provided: average daily attendance, scores for the Cognitive Abilities Test, scores for the Iowa Tests of Basic Skills, mean, number of students tested, percentile rank, percentage above the minimal subsistence income level, and standard deviation. (For related documents, see TM 003 008-010.) (KM)

ED 079 404 TM 003 008
Georgia Statewide Testing Program Results 1972-73: 11th Grade Schools Category Report.
Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
Pub Date May 73
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Comparative Analysis, *Grade 11, Performance Factors, Program Evaluation, Public Schools, Standardized Tests, *State Programs, Statistical Data, *Test Results
Identifiers—*Georgia
This report, one of six volumes presenting the results of Georgia's statewide testing program, provides test results for the eleventh grade by school category and, within categories, by school. The categories, totaling 48 for individual schools and 48 for systems, were devised in an effort to make comparisons between schools and systems more meaningful. Each category is defined by three factors which have been shown to influence achievement test scores: (1) system or school size--average daily attendance; (2) mental abilities scores of students--Cognitive Abilities Test verbal scores; and (3) income level--the percent of students above a minimal income subsistence level. No in-depth analysis of results is given in this report, which should be read in conjunction with the other reports. The following information is provided: average daily attendance, scores for the Cognitive Abilities Test, scores for the Iowa Tests of Basic Skills, mean, number of students tested, percentile rank, percentage above the minimal subsistence income level, and standard deviation, and scores for the Test of Academic Progress. (For related documents, see TM 003 007, 009-010.) (KM)

ED 079 405 TM 003 009
Georgia Statewide Testing Program Results 1972-73: Systems Category Report.
Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
Pub Date May 73
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Comparative Analysis, Grade 4, Grade 8, Grade 11, Performance Factors, Program Evaluation, *Public School Systems, Standardized Tests, *State Programs, Statistical Data, *Test Results
Identifiers—*Georgia
This report, one of six volumes presenting the results of Georgia's statewide testing program, provides test results for grades 4, 8 and 11 by school system category and, within categories, by school system. The categories, totaling 48 for individual schools and 48 for systems, were devised in an effort to make comparisons between schools and systems more meaningful. Each category is defined by three factors which have been shown to influence achievement test scores: (1) system or school size--average daily attendance; (2) mental abilities scores of students--Cognitive Abilities Test verbal scores; and (3) income level--percent of students above a minimal income subsistence level. No in-depth analysis of results is given in this report, which should be read in conjunction with the other reports. The following information is provided: (1) average daily attendance, (2) average teachers' salaries, (3) Cooperative Educational Services Agencies districts, (4) scores for the Cognitive Abilities Test, (5) scores for the Iowa Tests of Basic Skills, (6) mean, (7) number of students tested, (8) non-failure rate, (9) percentile rank, (10) percentage above the minimal subsistence income level, (11) retention rate, (12) standard deviation, (13) scores for the Tests of Academic Progress, and (14) total instructional cost per child. (For related documents, see TM 003 007-008, 010.) (KM)

ED 079 406 TM 003 010
Georgia Statewide Testing Program Results 1972-73: 4th Grade Schools Category Report.
Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
Pub Date May 73
Note—86p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Comparative Analysis, *Grade 4, Performance Factors, Program Evaluation, Public Schools, Standardized Tests, *State Programs, Statistical Data, *Test Results
Identifiers—*Georgia
This report, one of six volumes presenting the results of Georgia's statewide testing program, provides test results for the fourth grade by school category and, within categories, by school. The categories, totaling 48 for individual schools and 48 for systems, were devised in an effort to make comparisons between schools and systems more meaningful. Each category is defined by three factors which have been shown to influence achievement test scores: (1) system or school size--average daily attendance; (2) mental abilities scores of students--Cognitive Abilities Test verbal scores; and (3) income level--the percent of students above a minimal income subsistence level. No in-depth analysis of results is given in this report, which should be read in conjunction with the other reports. The following information is provided: average daily attendance, scores for the Cognitive Abilities Test, scores for the Iowa Tests of Basic Skills, mean, number of students tested, percentile rank, percentage above the minimal subsistence income level, and standard deviation. (For related documents, see TM 003 007-009.) (KM)

ED 079 407 TM 003 011
Helper, John
Materials and Procedures for Assessing Learner Needs in Colorado. Technical Report.
Colorado State Dept. of Education, Denver. Div. of Elementary and Secondary Education.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Apr 73
Note—40p.; Draft Copy
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Achievement Tests, Data Analysis, *Educational Needs, Evaluation Methods, *Program Evaluation, *State Programs, Technical Reports, Testing
Identifiers—*Colorado
The Colorado Learner Needs Assessment (CLNA) is described, with operational models for sampling, computer analysis and reporting. The rationale of the program is discussed, followed by its specifications (scope, reporting possibilities, precision and data format), development (meetings, letters, preliminary tryout, sampling and analysis plans, field work plans, administration, scoring and analysis, and mailing results), and uses. (KM)

ED 079 408 TM 003 012
Loui, Beatrice
Summary Report of Minimum Testing Program 1970-1971. Evaluation Report No. 80.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Report No—Eval-R-80
Pub Date 21 Apr 72
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Elementary Grades, *Norms, Program Evaluation, School Districts, *Scores, Secondary Grades, Standardized Tests, *State Programs, Statistical Data, *Test Results
Identifiers—*Hawaii
The twelfth in a series of test reports presents summarized data for all tests given for the school year 1970-71 as part of Hawaii's statewide testing program. Information regarding the number of pupils tested, the type of statistics reported, use of test data, and publisher's national norms is given in the introduction. The following test results are given: (1) California Short-Form Test of Mental Maturity, Grade 2--descriptive comment, mean scores by State and districts, and Hawaii norms by IQ; (2) California Reading Test, Grade 2--descriptive comment, mean scores by State and districts, and Hawaii norms; (3) SCAT and STEP in reading, math and writing, grades 4, 6, 8, 10 and 12--descriptive comment, mean scores by State and district, interpretation and use of test data, and Hawaii norms; (4) STEP in science, social studies and listening, grades 5, 7, 9, 11 and 12--descriptive comment, mean scores by State and district, interpretation and use of test data, and Hawaii norms; and (5) Differential Aptitude Test, Grade 9--descriptive comment, mean scores by State and district, Hawaii norms, and interpretation and use of test data. A summary and graphs comparing the State to national norms are also provided. (KM)

ED 079 409 TM 003 013
Boldt, Robert F.
Factor Analysis of Law School Grades.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-42
Pub Date Jun 73
Note—24p.; Draft Copy
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bias, *Factor Analysis, *Grades (Scholastic), Grading, Higher Education, *Law Instruction, Scores, Statistical Analysis, *Teacher Influence, Technical Reports, Test Results
Grades of 116 law school students were obtained from transcripts, along with LSAT, Writing Ability and Background scores. The grades were factored, and an analysis of the goodness of fit of one- through four-factor systems indicated that the system of grades was essentially one factor in nature. A plot of factor loadings for the various courses made for the two- and three-factor systems indicated that a few courses were somewhat different than the rest, but the reason was not clearly identifiable. The two-factor

system was decomposed into two uncorrelated components, one which correlated .96 with the single factor scores and the other which correlated zero with the single factor scores. The latter component had a multiple correlation of .03 with LSAT, Writing Ability and Background scores. These analyses produced no persuasive evidence for more than one factor. The results agree with those of a similar study on the business school context. The residuals produced were used to study the possible existence of instructor bias. Two instructors were found with residuals significantly different from zero. One was found to be a slightly easy grader, and the other was found to be a hard grader. (Author)

ED 079 410 TM 003 014
Goldstein, Leo S.
The Physical Activities Survey of Police Officers in New Jersey. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—New Jersey State Dept. of Civil Service, Trenton.; New Jersey State Law Enforcement Planning Agency, Trenton.
Report No—ETS-PR-73-20
Pub Date Jun 73
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, *Physical Activities, *Physical Fitness, *Physical Health, *Police, Questionnaires, Surveys, Tables (Data), Technical Reports, Work Experience

A survey of the physical activities of police officers in New Jersey was conducted to collect information about the kinds of physical activities they perform, their present health status, the measures they take to maintain good physical condition, and their appraisal of the present civil service physical performance test battery. Another purpose of the study was to examine the relation between and among these measures and the effects of other factors, such as age, experience, rank, and type of assignment, on present health status. A Physical Activities Survey (PAS) questionnaire was devised and sent to 132 jurisdictions; 92 departments returned them for a total sample of 1,875 questionnaires. Findings included the following: (1) officers in large communities have, on the average, more years of service and are older than those in less populated areas; (2) most listed some physical symptoms or diseases developed since appointment; (3) sitting was identified by more than 3/4 as the physical activity required most on the job; (4) nine out of ten officers want to keep the 100-year agility test in the battery without change; less than 3/4 would keep the squat jump; (5) for each test, the relation between ability to pass the test and attitude toward its retention was highly significant; and (6) the relation of experience to physical activities was almost identical to that of age to physical activities. A copy of the questionnaire and tabulated results are appended. (KM)

ED 079 411 TM 003 015
Van den Daele, Leland D.
Infrastructure and Transition in Developmental Analysis.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-49
Note—43p.; Accepted for publication by Human Development
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Mathematical Logic, *Set Theory, *Statistical Analysis, Technical Reports, Transformations (Mathematics)

The logic of set theory is applied to the problem of infrastructure and transition in developmental analysis. The analysis necessitates the decomposition of stages into components. The decomposition generates sets within sets and, from a sequential perspective, progressions within progressions. The relation of lower to higher and precursor to successor items varies from the trivial to the rigorous. In a trivial analysis, a precursor is neither necessary nor sufficient for a successor; in a rigorous analysis, a precursor is necessary and sufficient. Infrastructure and transition are interdependent. When components are common to successive stages, stages are transformed or correlatively transformed; when components are discrete, stages are substituted, added or deleted; and when some components are common and some discrete, stages are hybrid. Any transformation or correlative transformation implies a correspondence, integration, or differentiation with parallelism, subordination, or emergence. Any substitution, addition, or deletion implies a coincidence, augmentation, or reduction with coplanarity, expansion, or contraction. The implications of this analysis are discussed in relation to developmental theory and theory evaluation. (Author)

ED 079 412 TM 003 016
Jennerich, Robert I.
On the Stability of Rotated Factor Loadings: The Wexler Phenomenon.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-43
Pub Date Jun 73
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Factor Analysis, *Factor Structure, Orthogonal Rotation, *Standard Error of Measurement, Statistical Analysis, Technical Reports

The formulas which give the standard errors of factor loading estimates while available and computable are complicated, and our understanding of them is limited. A nontechnical description of their behavior under favorable and unfavorable conditions is given. Of particular interest is their behavior in the presence of singularities arising from equal eigenvalues and undefined rotation. (Author)

ED 079 413 TM 003 017
Forehand, Garlie A. And Others
An Accountability Design for School Systems.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-38
Pub Date Jun 73
Note—52p.; Draft Copy
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Performance, Achievement Tests, Administrator Guides, *Educational Accountability, *Educational Diagnosis, Models, Performance Criteria, *Program Design, Public School Systems, *Student Evaluation

A comprehensive plan for accountability in elementary and secondary schools is described. The primary purpose of the accountability system is to promote student development. During the first phase of accountability, an assessment is made of student performance. Results can be expressed in terms of both the percentage of students scoring below minimum performance standards and the Student Development Index, a deviation measure of performance based on longitudinal student data. In the diagnostic phase a systematic study of process variables is initiated to identify those process variables that should become the focus of corrective action plans. Corrective action must then be taken. Suggestions for implementing the accountability system are also presented. (Author)

ED 079 414 TM 003 018
Ward, William C.
Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study: Development of Self-Regulatory Behaviors.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—ETS-PR-73-18
Pub Date May 73
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, *Cognitive Development, Cognitive Processes, *Conceptual Tempo, Disadvantaged Youth, Longitudinal Studies, *Preschool Children, *Reaction Time, Self Control, Sex Differences, Technical Reports, *Test Validity
Identifiers—Cognitive Style, Project Head Start

A three-year longitudinal study was conducted with 895 Head Start children to examine the development of self-regulatory abilities during the preschool years. The purpose was to discover, given the behaviors measured, whether there is convergent and discriminant validity for the existence of one or more dimensions of self regulatory behaviors during this period. Two cognitively-based measures of self regulatory behavior, the Matching Familiar Figures Test and the Motor Inhibition Test, were administered. Results are given in terms of levels of performance on the self-regulatory measures, internal characteristics of the scores from the MFF and MIT, interrelations among the self-regulatory behaviors, and their discriminant validity with respect to general ability and response tempo dimensions. Results indicate a change with age in the preschool years in the meaning of the self-regulatory behaviors. MFF latencies develop significant correlations with other scores as age increases. MFF errors showed a significant sex difference, with males making more errors than females each year. (KM)

ED 079 415 TM 003 019
Emmerich, Walter
Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study: Preschool Teacher's Beliefs on Effective Teaching Techniques and Their Relationships to Pupil Characteristics.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—ETS-RP-73-12
Pub Date May 73
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Disadvantaged Youth, Effective Teaching, Individual Differences, *Preschool Teachers, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior, *Teacher Influence, Teaching Techniques, Technical Reports

The pattern of responses to the Enhancement of Learning Inventory (ELI), designed to assess a teacher's belief about the effectiveness of methods for teaching each pupil, is expected to: (1) reliably describe characteristics on which teachers differ; (2) relate to individual differences in pupil background and behavioral characteristics; and (3) provide a mediating structure guiding the teacher's role performances and their impact upon pupil psycho-educational development. A study was conducted to examine these issues using the ELI judgments of 35 teachers of economically disadvantaged preschool children, most of whom were enrolled in Head Start. Individual differences among teachers were found to have satisfactory reliabilities on a variety of ELI measures. Teacher belief patterns clearly were functionally related to pupil characteristics. Most striking was the extent to which pupil cognitive skills and response tempo at the time of preschool entry influenced the teachers' beliefs about effective teaching methods. While there was evidence that teacher belief patterns influence aspects of pupil psycho-educational development, the present findings indicated that pupil behavioral characteristics may have a greater impact upon teacher behavior than vice-versa. It is clear that the teacher's manner of coping with individual differences in children's intital receptivity to classroom learning is a critical factor in subsequent relationships between teacher and child. (For related document, see TM 003 020.) (Author/KM)

ED 079 416 TM 003 020
Emmerich, Walter
Enhancement of Learning Inventory (ELI). Appendix A.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—ETS-PR-73-12
Pub Date May 73
Note—5p.
Available from—Not available separately; see TM 003 019
Document Not Available from EDRS.
Descriptors—*Attitude Tests, Effective Teaching, *Rating Scales, *Teacher Attitudes, Teaching Methods, *Teaching Techniques

The Enhancement of Learning Inventory is designed to assess teacher beliefs about the effectiveness of various teaching techniques in teaching each of his/her pupils. It consists of 15 statements of different techniques to be rated from 0 to 3 in their effectiveness for dealing with a particular child. (For related document, see TM 003 019.) (KM)

ED 079 417 TM 003 021
Meissner, Judith A. Shipman, Virginia C.
Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study: Structural Stability and Change in the Test Performance of Urban Preschool Children. Summary Report.

Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D. C. Bureau of Head Start and Child Service Programs.
Report No—ETS-PR-73-8
Pub Date Mar 73
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, Cognitive Ability, *Cognitive Development, Conceptual Tempo, *Disadvantaged Youth, Longitudinal Studies, *Performance Tests, Preschool Children, Reaction Time, Technical Reports
Identifiers—Project Head Start
The project report summarized here describes the interrelationships of the individually administered tests given to 820 Head Start children from three urban sites in the second year of a longitudinal study. These results are compared with those obtained in Year 1, the year prior to the students' attendance in a group program. The tests tapped cognitive skills (e.g., general knowledge, verbal and perceptual-motor abilities, reasoning skills, Piagetian-based conservation development), cognitive styles (e.g., analytic abilities, reflection-impulsivity), and a variety of personal and social behaviors (e.g., risk-taking, cooperation, self-concept, and play preference). In both years, analyses of the test data yielded two main dimensions: (1) a general ability dimension, and (2) a response tempo dimension. Some task-specific styles and behaviors were also defined. Year 2 analyses also revealed a spontaneous verbalization factor unrelated to the major verbal competency measure. In addition, there was some evidence in Year 2 for generalization of specific personal and social behaviors (compliance and the desire to please) across tasks. Both economic eligibility and later selection for Head Start were associated with cognitive performance differences in Year 1, and significant differences remained in Year 2. High similarity in the factor structure across years was shown. (Author/KM)

ED 079 418 TM 003 022
French, John W.
The Description of Personality Measurements in Terms of Rotated Factors.
Educational Testing Service, Princeton, N.J.
Pub Date Mar 53
Note—274p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Factor Analysis, Factor Structure, *Interest Research, Interest Tests, *Personality Assessment, Personality Tests, Rating Scales, *Research Reviews (Publications), Statistical Analysis
This review of factor analyses in research concerned with personality and interest measurement is presented in two main sections. Part I contains the reviews of the analyses, for each of which the following information is provided: (1) the full reference to the article describing the analysis and to the source of the data used if the data were borrowed; (2) the number and description of subjects; (3) a note on any peculiarities or unusual techniques used in the analysis; (4) a description of each of the variables; (5) factor names; (6) the table of factor loadings; (7) intercorrelations of the factors. A supplementary list of analyses omitted from this volume is given at the end of Part I. The factors identified in at least two analyses with sufficient certainty to receive a name are described in Part II. A list of analyses in which the factor appears, its description, and a list of the variables that are the best measures of the factor are given for each. A supplementary list of factors is also provided. Indexes of variables, names and factors conclude the volume. (KM)

ED 079 419 TM 003 023
Western Regional Conference on Testing Problems (8th, Los Angeles, California, May 1, 1959). Measurement Implications of Recent Curriculum Developments.
Educational Testing Service, Los Angeles, Calif.
Pub Date 1 May 59
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Curriculum Development, Curriculum Evaluation, Mathematics Curriculum, *Measurement, Science Curriculum, *Testing Problems, Test Interpretation
At the eighth Western Regional Conference on Testing Problems, the following speeches were given: (1) "Background for Recent Curriculum Developments" by Ralph W. Tyler; (2) "Recent Curriculum Developments in Mathematics" by Robert E. K. Rourke; (3) "Recent Curriculum Developments in Science" by Kenneth E. Davis; (4) "Changes in Measurement as a Result of Curriculum Developments" by S. A. Kendrick; and (5) "Judging the Usefulness of a Test in Curriculum Measurement" by Robert L. Ebel. A list of conference participants concludes the report. (KM)

ED 079 420 TM 003 024
Western Regional Conference on Testing Problems (7th, Los Angeles, California, March 14, 1958). Testing for the Discovery and Development of Human Talent.
Educational Testing Service, Los Angeles, Calif.
Pub Date 14 Mar 58
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Identification, Academic Ability, Aptitude Tests, *Conference Reports, Gifted, Instructional Improvement, Intelligence Tests, *Student Ability, *Talent Development, Talent Identification, *Testing Problems
At the seventh Western Regional Conference on Testing Problems, the following speeches were given: (1) "A Guidance Person's Approach to Testing for the Discovery and Development of Human Talent" by Frances D. McGill; (2) "The Instructional Uses of Measurement in the Discovery and Development of Human Talent" by Roy P. Wahle; (3) "New Frontiers of Testing in the Discovery and Development of Human Talent" by J. P. Guilford; (4) "Identification of Academically Talented Pupils in the Discovery and Development of Human Talent" by John Gowan; and (5) "Tests Used to Improve the Quality of Instruction in the Development of Human Talent" by John E. Dobbin. A list of conference participants concludes the report. (KM)

ED 079 421 TM 003 025
Analysis of Statewide Testing Program Results, 1972-1973. Grades 1, 5, and 8 and ACT Report 1973.
New Mexico State Dept. of Education, Santa Fe.
Pub Date Mar 73
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Anglo Americans, Aptitude Tests, College Bound Students, College Students, *Comparative Analysis, *Elementary School Students, Evaluation, *Spanish Americans, *State Programs, *Test Results
Identifiers—New Mexico
An examination of statewide testing program results for New Mexico are presented under the following headings: (1) Assessment of Mental Abilities, School Year 1972-73, Grade 1; (2) Assessment of Academic Aptitude and Achievement, School Year 1972-73, Grade 5; (3) Assessment of Academic Aptitude and Achievement, School Year 1972-73, Grade 8; and (4) ACT Report, February 1973. Conclusions include: (1) the New Mexico statewide first grade mean mental ability score is significantly lower than the national norm; (2) the statewide achievement mean for New Mexico fifth graders is significantly lower than the national norm; (3) eighth-grade achievement scores are significantly lower than the national norm; and (4) Anglo students are over-represented in percent of college-bound students, and Spanish-American students are under-represented. (CK)

ED 079 422 TM 003 026
Evaluation and Assessment Unit. 1972-73 Annual Report.
New Mexico State Dept. of Education, Santa Fe.
Pub Date 73
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, Budgets, Educational Planning, Information Dissemination, *Program Evaluation, *State Programs, Surveys, *Testing
Identifiers—New Mexico
The following topics of the annual report of the evaluation and assessment unit of the New Mexico State Department of Education are discussed: (1) standardized/norm-referenced testing program, (2) objective-based testing program, (3) assistance to the mutual action plan, (4) technical assistance and consultative services to SDE staff and operational units, (5) State evaluation advisory committee, (6) opinion survey, (7) budget, (8) information dissemination, (9) future planning, and (10) projected activities. (CK)

ED 079 423 TM 003 027
A Manual to Aid the Understanding and Implementation of Statewide Evaluation.
New Mexico State Dept. of Education, Santa Fe.
Pub Date 73
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Legislation, Educational Objectives, *Evaluation Methods, *Guides, Manuals, *Program Evaluation, *State Programs
Identifiers—New Mexico
A guide for understanding the New Mexico statewide evaluation program is presented. It includes the following main sections: (1) educational evaluation: 1969 to Current, (2) Senate Memorial 40, (3) entry phases in objective based evaluation program, (4) schedule of evaluation activities for 1972-73 school year, (5) specific duties for MAP representatives, (6) selection of objectives rating committees, (7) instructions for objectives raters, and (8) objectives rating packets. (CK)

ED 079 424 TM 003 028
1973-74 Illinois Statewide Aptitude High School Testing Program Statewide Norms: Academic Aptitude-Social Studies-Science-English-Mathematics-Functional Reports.
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Pub Date 73
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, *Aptitude Tests, English, *High School Students, Mathematics, *Norms, Sciences, Social Studies, *State Programs, Testing
Identifiers—Illinois
The battery of the Illinois Statewide High School Testing Program is designed to provide measures fundamental to testing at the junior level. Tests will yield nine scores: verbal reasoning, grammar, usage, English total, natural science, social studies, problem solving, mathematical reasoning, and mathematics total. Testing will be administered in the students' respective schools by their own teachers within a period of 190 to 210 minutes. Results will be sent to the students. (CK)

ED 079 425 TM 003 029
A Manual for Teachers to Aid the Understanding and Implementation of Statewide Evaluation.
New Mexico State Dept. of Education, Santa Fe.
Pub Date 73
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making, Educational Objectives, *Guides, *Norm Referenced Tests, *Program Evaluation, *State Programs, Teaching Guides, Test Results, Tests
Identifiers—New Mexico
A manual is presented to familiarize the teacher with the two major components of the New Mexico evaluation effort: (1) the objective-based procedure and the tests used to measure a school and district's progress toward those objectives, and (2) the statewide testing program which utilizes norm-referenced tests and provides both individual and group information. (Author/CK)

ED 079 426 TM 003 030
1972-73 Illinois Statewide High School Testing Program School Norms.
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Achievement Tests, Aptitude Tests, *Comparative Analysis, High Schools, High School Students, *Norms, Private Schools, State Programs, *Student Ability, *Test Results
Identifiers—Illinois
Norm graphs are given for the purpose of aiding in the comparison of students of one school with those of another school with regard to scholastic ability, achievement, and school size. (CK)

ED 079 427 TM 003 031
Aids to Interpretation for 1973-74 Illinois Statewide High School Testing Program.
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Pub Date 73
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*High Schools, Pamphlets, Standardized Tests, State Programs, Statistical Data, *Test Interpretation, *Test Results
Identifiers—Illinois
A pamphlet on how to make use of the results of the Illinois Statewide High School Testing Program in an individual school is presented. The 1973-74 testing program includes tests of academic aptitude, reading comprehension and knowledge, communication skills, and mathematical skills. The program reports contain the raw scores of the students in each school and State percentile scores. The reports also contain a frequency distribution of the scores in each school and some summary statistics. (CK)

ED 079 428 TM 003 033
Highlights of the ACT Technical Report.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Pub Date 73
Note—31p.
Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Standardized Tests, Technical Reports, *Test Interpretation, *Test Reliability, Test Results, *Test Validity
Identifiers—ACT, American College Testing Program
A booklet is presented which highlights several crucial aspects of educational assessment in general and the ACT Assessment Program in particular. Contents include: (1) Some Uses of Standardized Information, (2) The ACT Assessment Program, (3) Reliability and Validity of the ACT Assessment, and (4) Fairness in Uses of Educational Assessment. (CK)

ED 079 429 TM 003 034
Norton, Daniel P. Watley, Donivan J.
The Efficiency and Efficacy of the Evaluation Practices of the Illinois Division of Vocational and Technical Education--Final Report.
Educational Testing Service, Evanston, Ill.
Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.
Report No—ETS-PR-72-29
Pub Date 21 Dec 72
Note—116p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Evaluation Methods, Evaluation Techniques, *Feasibility Studies, Interviews, *Program Evaluation, Questionnaires, *Research Methodology, Sampling, *Systems Development, Technical Education, Vocational Education
A study of the "efficiency and efficacy" of evaluation practices of the Illinois Division of Vocational and Technical Education as conducted by Educational Testing Service is reported on. The study was directed toward understanding how evaluation practices of the Division, with largest emphasis upon the performance of the Three Phase System used to conduct statewide evaluation of occupational programs, might be improved over successive months and years. Analysis of the System was conducted by use of several methodologies: (1) interviews of Division personnel, (2) sampling of agencies for study, (3) collection of data from record systems of the Division, (4) submission of questionnaires to planners and team members, and (5) independent study of trends in statewide evaluation. Outcomes of the Three Phase System suggest it is well received by local education agencies and by the team members who have contributed to it. However, it has numerous deficiencies most of which arise from the fact that it does not emphasize or produce product information. Among the favorable features of the System is its self-reactance. Long and short range recommendations for changes in system planning and functioning conclude this report. (Author/CK)

ED 079 430 TM 003 035
Norton, Daniel P. Watley, Donivan J.
The Efficiency and Efficacy of Evaluation Practices of the Illinois Division of Vocational and Technical Education. Summary Report.
Educational Testing Service, Evanston, Ill.
Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.
Pub Date 21 Dec 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Methods, Evaluation Techniques, Followup Studies, Performance Tests, *Program Evaluation, *Research Methodology, School Districts, *State Programs, *Systems Development, Technical Education, Technical Reports, Vocational Education
Identifiers—Illinois
The Illinois Three Phase System should be temporarily retained as an administrative tool to be used in relationships between the Division of Vocational and Technical Education and local education agencies. But it is clear that such a system, with its scope directed toward local school districts, with its lack of outcome assessment, and with its lack of state priorities should not be judged a fully satisfactory vehicle for statewide evaluation. The greatest need for improvement and modification of the System is for improved, fully comprehensive follow-up procedures. Similarly, there is a great need for progress in the area of performance assessment for students who complete programs. A supplemental developmental program is needed, which should lead to progressive modification of the present System with the goal of ultimately replacing it. (Author/CK)

ED 079 431 TM 003 036
Instruments That Measure Self Concept.
Chicago Board of Education, Ill.
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Educational Quality, *Elementary Grades, *Measurement Instruments, Program Evaluation, Psychological Tests, Rating Scales, *Self Concept, *Self Concept Tests, Urban Schools
Materials are presented that resulted from a search for a measure of self-concept to be used in the evaluation of Project R.E.A.D., a program to improve the quality of education in urban schools. Most of the instruments listed are appropriate for the elementary level. In addition to a list of the instruments, this document also contains a listing of authors, a description of instruments, and a bibliography. (CK)

ED 079 432 TM 003 037
Carroll, John B.
Foreign Language Testing: Will the Persistent Problems Persist?
Educational Testing Service, Princeton, N.J.
Pub Date Jun 73
Note—20p.; Paper presented at the ATESOL Conference (Dublin, Ireland, June 26-29, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Feedback, Language Instruction, Language Tests, *Second Language Learning, Test Construction, *Testing, *Testing Problems, *Test Validity
The persistent problems in foreign language testing are considered under four headings: (1) validity, (2) scope, (3) efficiency, and (4) the problem of how tests relate to the wider context of instruction. The first consists of insuring that the measurements and assessments obtained reflect what they are intended to reflect. The problem of scope consists of insuring that all the varied components of foreign language competence and skill are measured. The problem of efficiency encompasses the obtaining of the best assessments possible within the limits of time and resources available for the construction and administration of the assessments. An example of how tests relate to the wider context of instruction is the degree to which testing either enhances instruction or distorts it through undesirable feedback effects from the tests. It is concluded that, with continual attention to the criteria for good test construction and to the need for new research on testing procedures, it should be possible to effect a gradual net improvement in the quality and effectiveness of foreign language tests. (Author/CK)

ED 079 433 TM 003 038
Gulliksen, Harold Voneida, Theodore
An Attempt to Obtain Replicate Learning Curves.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.; Personnel and Training Research Programs Office.
Report No—ETS-RB-73-46
Pub Date Jun 73
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cerebral Dominance, *Discrimination Learning, *Lateral Dominance, *Learning Processes, Learning Theories, Literature Reviews, Models, Problem Solving, Sensory Training, *Tactual Perception, Technical Reports
Sperry (1961) and others working on split brain learning reported that the two halves function in a nearly identical manner, giving excellent controlled replication of a learning problem. The present experiments were carried out with cats trained in a tactile discrimination apparatus, sometimes being forced to use the left paw, and sometimes being forced to use the right paw. The data were analyzed in terms of parameters of the Audley-Jonckheere (1956) learning model and also in terms of the conventional measures of total trials, total correct responses and total errors to criterion. Varying results have been reported in the literature. Possibly there are some conditions under which first and second brain learning results agree (replications), others under which they are related randomly and still others under which there is transfer from one half brain to the other. If limited conditions can be clearly defined under which replication will occur, then an investigation of learning curve theories through replication by brain experiments would be possible. (Author/CK)

ED 079 434 TM 003 039
Hale, Gordon A. Lipps, Leann E. T.
Dimension Preference and Component Selection: Alternative Measures of Children's Attention to Stimulus Components.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-48
Pub Date Jun 73
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, *Attention, Children, *Classification, *Dimensional Preference, *Perceptual Development, Stimulus Behavior, Task Performance, Technical Reports, Test Results
As children grow older they show an increasing preference for classifying objects on the basis of shape rather than color. To clarify the nature of this "dimension preference," children of ages 3 1/2 to 6 1/2 years were given a method of triads test of dimension preferences, followed (after a week's delay) by a component selection task. The most notable results were these: (1) Children below and above the median age differed in frequency of shape preference; (2) For children below the median age, higher component selection test scores were observed for the preferred dimension; and (3) No age difference was found in the relative magnitudes of the component selection scores. The results suggest that a "-preference" for a particular dimension does not necessarily indicate a high degree of selective attention to that dimension. Also, the age difference in children's dimension preferences may be attributable to factors unrelated to selective attention. (Author)

ED 079 435 TM 003 040
Greer, Virginia
Evaluation of the Troy Special Education Project, 1971-72.
Troy City Board of Education, Ala.
Pub Date May 72
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Innovation, Educational Objectives, *Inservice Teacher Education, Job Placement, Mentally Handicapped, *Program Evaluation, School Role, Sheltered Workshops, *Special Education, *Vocational Counseling, *Vocational Rehabilitation
Identifiers—Alabama
A report to describe the status of a special education program is presented. The program provides special instruction and services for students in the six schools of Troy, Alabama. Participating

students receive instruction in home economics and shop and take part in a sheltered job program. The thesis of the program was that all children have potentialities for becoming contributing members of society and that it was a primary function of education to help them realize these potentials. There were eight special education classes in the Troy City System - two on the primary level, two intermediate, two junior high and two senior high classes. Objectives involved the training of local area teachers, use of local facilities, and development of an innovative approach in a Special Education Program. Students needs were fulfilled through counseling, placement, testing, orientation, and inservice education for staff members. Results and a case history are presented. (CK)

ED 079 436 TM 003 041

Perlberg, Ayre And Others

Modification of Teaching Behavior through the Combined Use of Microteaching Techniques with the Technion Diagnostic System TDS.

Technion--Israel Inst. of Tech., Haifa.

Pub Date Feb 73

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Change, Comparative Analysis, *Computer Assisted Instruction, *Diagnostic Teaching, *Learning Laboratories, *Microteaching, Student Teachers, Task Performance, *Teacher Behavior, Teacher Education, Technical Reports, Video Tape Recordings

Identifiers—TDS, *Technion Diagnostic System

A total of 60 students in teacher training enrolled in a Principles of Teaching Methods course participated in this study. The course consisted of four-hour weekly sessions, in which the students attended two-hour lecture sessions and taught eight to ten micro-lessons. In the microteaching laboratory, the student-teachers were arranged into groups of six to eight students. All lessons were videotaped; and immediately following the lesson, the student, supervisor and peers viewed the tape. The tapes were critically discussed, and alternative courses of action were outlined for the next lesson. The computer analysis of the data provided a diagnostic card for each student and served as a basis for laboratory supervision. Results are given. Since all the students achieved similar levels of performance towards the end of the treatment, it is concluded that the treatment is effective for student-teachers with low-entry behavior as well as for those who begin the training program with some teaching experience. (CK)

UD

ED 079 437 UD 013 600

Jayatilleke, Raja

Human Relations in the Classroom. An Annotated Bibliography: Supplement 2. ERIC-IRCD Urban Disadvantated Series, Number 33, June 1973.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Institute on Man and Science, Rensselaerville, N. Y.

Bureau No—BR-9-0088

Pub Date Jun 73

Grant—OEG-0-9-420088-2327

Note—76p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activism, African American Studies, *Annotated Bibliographies, Changing Attitudes, *Classroom Environment, Cross Cultural Training, *Cultural Factors, Curriculum Development, Ethnic Studies, *Human Relations, Identification (Psychological), Intergroup Relations, Interpersonal Relationship, Negro Attitudes, *Race Relations, Racial Attitudes, Self Concept, Social Influences, Student Attitudes, Student Teacher Relationship, Teacher Attitudes

The second annual supplement to the bibliography series on human relations in the classroom covers the calendar year 1972 for items announced inRIE and also for journal articles cited. All of the published books and reports and unpublished documents listed are accompanied by ED numbers; their availability is clarified by a separate availability statement in one of the introductory pages of the bibliography. Journal articles mentioned are cited as not being available from the ERIC system but as being available in local libraries. Citations for items in the ERIC system are followed in each instance by a suitably edited abstract. Journal article citations are followed by appropriate descriptors, and in very many cases by brief annotations. As in the previous bibliographies, citations were searched for in the monthly issues of RIE and CIJE for 1972, using some 30 descriptors encompassing such issues and concepts related to human relations in the classroom as: classroom environment, race relations, psychological identity, social influences, cultural differences, curriculum development, changing attitudes, Negro attitudes, racial recognition and attitudes, self concept and esteem, cross cultural training, ethnic and Afro-American studies, intergroup and human relations, interpersonal and student-teacher relationships, teacher behavior and attitudes, teacher education and training institutes, and activism and violence. (RJ)

ED 079 438 UD 013 642

Jablonsky, Adelaide, Comp.

Early Childhood Education for the Disadvantaged: An Annotated Bibliography of Doctoral Dissertations. ERIC-IRCD Doctoral Research Series, Number 3, July 1973.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No—BR-9-0088

Pub Date Jul 73

Grant—OEG-0-9-420088-2327

Note—203p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Annotated Bibliographies, Behavior Patterns, Childhood Attitudes, Compensatory Education Programs, Creativity, *Disadvantaged Youth, *Doctoral Theses, *Early Childhood Education, Grade 1, Kindergarten, Language Ability, Mathematics Instruction, Negro Dialects, Nonprofessional Personnel, Parent Participation, *Preschool Children, Reading Readiness, Summer Programs, Teacher Role

Identifiers—Follow Through Programs, Head Start

The third of the series of annotated bibliographies on doctoral research, this compilation focuses on early childhood education for the disadvantaged, concentrating on such issues as reading, parent involvement, teachers and paraprofessionals, summer programs, and the like in regard to Head Start programs; Follow Through programs; Negro dialects, pre-kindergarten, and kindergarten and first grade in the consideration of issues related to language; reading and mathematics; behavior and attitudes; parent involvement in general; and, creativity. The bibliography carries subject, author, and institutional indexes to the citations. The citations, again, have been compiled from "Dissertation Abstracts International" and relate to current research through the June 1972 issue of the latter abstract journal. Order numbers have been provided at the end of each citation and dissertations may be bought in microfilm or hard copy from University Microfilms, Ann Arbor, Michigan. (RJ)

ED 079 439 UD 013 654

Hummel, Raymond C. Nagle, John M.

Urban Education in America: Problems and Prospects.

Pub Date Mar 73

Note—313p.

Available from—Oxford University Press, Inc., 1600 Pollitt Drive, Fair Lawn, N.J. 07410 ($3.95)

Document Not Available from EDRS.

Descriptors—City Problems, *Educational Change, Educational Finance, Educational Innovation, Elementary Education, Elementary Schools, Elementary School Students, Secondary Education, Secondary Schools, Secondary School Students, *Social Action, Social Problems, *Urban Education, *Urban Teaching, *Urban Youth

The goal of this book is to provide parents, teachers, administrators, school board members, and the general public with a systematic and comprehensive view of the condition of urban education in the 1970's. Previously, city educators tended to project the failure of the school on to "bad homes" and other conditions. The authors stress that new explanations of and proposals for ameliorating the school's shortcomings are needed. We cannot have good public schools in bad cities, nor are we likely to have good cities without developing good urban schools. Thus, the authors point out that we cannot look at urban school systems in isolation from the larger urban milieu. For this study, the topic "urban education" has been limited by focusing principally, although not exclusively, on the public elementary and secondary school systems in the nation's fifty largest central cities (each of these cities has a population in excess of a quarter of a million and a public-school enrollment that exceeds 50,000 students). Topics discussed in relation to urban schools are: social setting, size and scope, organization, financial condition, trends and probable outcomes, people in urban schools, and a strategy for reform. (Author/SB)

ED 079 440 UD 013 655

Webster, Staten W.

Knowing and Understanding the Socially Disadvantaged Ethnic Minority Groups.

Pub Date 72

Note—490p.

Available from—International Testbook Co., Scranton, Pa. 18515 ($7.50)

Document Not Available from EDRS.

Descriptors—American Indian Culture, *American Indians, Ethnic Groups, Ethnic Origins, Ethnic Studies, Family Characteristics, Family Structure, Group Unity, *Mexican Americans, *Minority Groups, Negro Culture, *Negroes, Puerto Rican Culture, *Puerto Ricans, Reservations (Indian), Self Concept, Social Characteristics, Spanish Culture

This collection of essays deals with those ethnic minority groups which can be classified as being among the socially disadvantaged in America. Here, the socially disadvantaged are described as persons or groups whose chances for the complete maximization of their talents or potentials are limited by societal factors related to poverty and/or race, caste, or class attitudes and practices. Herein are discussed five non-Anglo ethnic minority groups. These groups have been selected primarily because of two reasons: (1) They are the largest and most identifiable of our socially disadvantaged minority groups; and (2) these are the groups whose quests for social justice have and continue to have significant importance for all Americans. The groups covered are black Americans, Mexican Americans, Puerto Rican Americans, American Indians, and Japanese and Chinese Americans. The book is divided into four sections; each section begins with a brief introduction, followed by a photo-illustrated interview, which took place between the editor and a person who was a member of the group treated in that section. The author hopes that the sections in this book will help readers become more knowledgeable of the backgrounds, problems, and life-styles of selected ethnic minority groups. (SB)

ED 079 441 UD 013 658

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Third Congress, First Session. Nutrition Education--1973. Parts 3, 4, and 5--TV Advertising of Food to Children. Washington, D.C., March 5, 6, and 12, 1973.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Mar 73

Note—294p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Part 3--$0.75; Part 4--$0.60; Part 5--$0.70)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Administrative Problems, Child Care, Children, *Federal Aid, *Food Standards, *Government Role, *Nutrition, *Public Policy

These hearings before the Senate Select Committee on Nutrition and Human Needs are organized in several parts (See UD 013 650 for Parts 1, 2, and 2A). The purpose of these hearings is to review the quality of advertising now being directed at children, and the health implications of that advertising; as well as what steps can be taken to use television advertising as

a force for better nutrition education for the Nation's children. Part 3 has an opening statement by Senator McGovern. Testimony is heard from Dr. Jean Mayer, Professor of Nutrition, Harvard School of Public Health; Dr. Abraham E. Nizel, Assoc. Prof., School of Dental Medicine, Action for Childrens Television; Dr. James H. Shaw, Prof. of Nutrition, Harvard School of Dental Medicine; and Dr. Juan Navia, Senior Scientist, Institute of Dental Research. Part 4 has testimony from Mrs. Peggy Charren, President, and Mrs. Evelyn Sarson, Executive Director, Action for Children's Television (ACT); Mr. Robert Choate, President, Council on Children; Mr. Tracy Westen, Director, Stern Community Law Firm; and Mr. George W. Orr, Exec. V.P., Medical Affairs, Miles Laboratories. Part 5 contains testimony from Mr. Stockton Helffrich, Director, National Assoc. of Broadcasters; Mr. Herminio Traviesas, V.P., NBC; mr. Thomas Swafford, V.P., CBS; Mr. Alfred R. Schneider, V.P., ABC; Mr. Howard H. Bell, Pres., American Advertising Federation. [Five pages (pages 473 to 475, and 478) have been deleted from Part 5 of this document, as they will not reproduce.] (SB)

ED 079 442 UD 013 667

Weisberg, Paul Clements, Patricia

Effects of Direct, Intermittent, and Vicarious Reinforcement Procedures on the Development and Maintenance of Instruction Following Behaviors in a Group of Young Children.

Spons Agency—Alabama State Dept. of Pensions and Security, Montgomery.

Pub Date 72

Note—44p.; Parts of this paper were presented at the South Eastern Psychological Association meeting, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Extinction (Psychology), *Learning Processes, *Learning Theories, *Reinforcement, Social Reinforcement, *Teaching Techniques

Twelve children (mean age = 2 1/2 yrs.) were instructed in a group setting to follow a number of different requests by a teacher. In Experiment I, the group's instruction following behavior remained low regardless of whether (1) the teacher provided either modeling or verbal cues or a combination of these two and (2) another adult did or did not comply with the teacher's requests. Neither the adult model nor any of the children ever received explicit reinforcement in Experiment I. In Experiment II, reinforcement was first delivered to the adult demonstrator model for compliance but was never given to any of the child observers. Despite this vicarious reinforcement procedure, the group's behavior was not elevated. When explicit reinforcement was then directly delivered continuously and exclusively during selected sessions to four of the group's members, instruction following by three of these target children was elevated (and later lowered in two cases where extinction procedures pertain). However, the behavior of the remaining nontarget children in the audience remained low. Substantial improvement and maintenance of instruction following obtained in the entire group when each of the members was provided direct but intermittent reinforcement during each session. [Five pages of tabular material have been deleted from this document due to poor reproducibility.] (Author/SB)

ED 079 443 UD 013 670

Guthrie, James W. And Others

Schools and Inequality.

Pub Date 71

Note—265p.

Available from—MIT Press, Massachusetts Institute of Technology, Cambridge, Mass. 02142 ($10.00)

Document Not Available from EDRS.

Descriptors—Culturally Disadvantaged, Depressed Areas (Geographic), Disadvantaged Groups, *Economically Disadvantaged, Economic Factors, *Educational Change, *Educational Finance, *Equal Education, Expenditure Per Student, Low Income Groups, Social Mobility, Social Status, Socioeconomic Influences, Socioeconomic Status

Identifiers—*Michigan

Present educational finance policies can be construed to be in violation of the Equal Protection Clause of the United States Constitution's Fourteenth Amendment. Assisted by the National Urban Coalition, the authors of this book have compiled a great deal of information and analysis on school services in the State of Michigan--information which may typify such services throughout the country. One purpose of the book is to define equality of educational opportunity by exposing the roots of financial inequality. It sets up a conceptual chain that links socioeconomic status, school services, and school achievement with success in iater life, showing that poor neighborhoods have poor schools and good education in American is a prerogative of the middle and upper classes. The book concludes with specific proposals for financing schools for equal opportunity and suggests means for implementing such a program, stating that a significant change would be to shift state support from school districts to individual schools as units of expenditure. (Author)

ED 079 444 UD 013 671

A Bibliography of Doctoral Research on the Negro. Supplement, 1967-1969.

Xerox Univ. Microfilms, Ann Arbor, Mich.

Pub Date 69

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, City Problems, Civil Rights, Community, *Demography, *Doctoral Theses, Family (Sociological Unit), Individual Characteristics, Intelligence, *Negroes, *Religion, School Integration, *Social Environment, Socioeconomic Status

This is a supplement to the bibliography compiled by Earle H. West, and published by University Microfilms in 1969. Like the original, it lists dissertations covering every aspect of study relating to the Negro in the United States, and extends coverage of the subject through 1969. Subject areas are: (1) social institutions and conditions; (2) individual characteristics; (3) economic status and problems; (4) education; (5) history; (6) political and civil rights; and, (7) language, literature, and communications. The major source used in compiling this bibliography was "Dissertation Abstracts International," a monthly publication of Xerox University Microfilms; and the retrospective search of this source material was made through the DATRIX computer retrieval program. (Author)

ED 079 445 UD 013 672

Brown, Charles C. Bradish, Damaris

If You're Young and Black... A Report of a Summer Program with Black Male Youth in Tucson, Arizona, with Recommendations for Program Development.

Arizona Univ., Tucson. Cooperative Extension Service.

Report No—P-22

Pub Date 4 Sep 70

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Athletic Programs, *Black Community, *Community Programs, Community Recreation Programs, Community Service Programs, Culturally Disadvantaged, Economically Disadvantaged, *Lower Class, *Lower Class Males, Low Income Groups, Negroes, Recreational Programs, Social Factors, Socioeconomic Status, *Youth Programs

A Pilot Project Proposal, presented to the University of Arizona Cooperative Extension Service, was carried on from June 15, 1970 to September 5, 1970. The proposal contained a design for an action research program to be conducted among black teen-age males of the South Park Area in Tucson, Arizona. The purpose of the project was to gather data from the area which would enable the Extension Service to design programs which would: (1) create a positive image of University of Arizona 4-H Clubs among minority groups; (2) identify and develop indigenous leadership to serve minority neighborhoods; and, (3) assimilate cultural variance into the larger 4-H membership. Two general goals were established for the research project itself: (1) to discover the reasons for past successes or failures of youth programs designed for black teen-age males in greatly depressed urban areas, specifically the South Park Area of Tucson, and (2) after identification of the reasons for past successes or failures, to evaluate the possibility of a viable program which would appeal to and atract the target population. As a result of the findings of the Pilot Project, several recommendations are made for introducing a program for the poor. (Author)

ED 079 446 UD 013 675

Vogler, William H. And Others

1970-71 Evaluation Report of ESEA (Title III) Inner City Education Project.

San Diego Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—SDUSD-R-110

Pub Date 1 Aug 71

Note—354p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Bilingual Education, Career Planning, *Community Involvement, Community Role, Community Support, Disadvantaged Youth, *Federal Programs, Inner City, Junior High School Students, Low Income Groups, Minority Groups, *Parent Participation, Parent School Relationship, Preschool Programs, School Community Cooperation, *School Community Relationship, Urban Education, Welfare Recipients

In this evaluation report, considerable analysis is devoted to the definition of program development in each of the three years of funding, as well as an evaluation of third year objectives attainment. Emphases include project history prior to 1970-71 and context definition, project inputs, fiscal and staff resources, and terminal product evaluation of the 1970-71 (final) funding year. Results of terminal evaluation indicate that: (1) the Inner City Project Staff, by the end of the second year, had increased parent-school-community interaction and had supplemented district services in educational areas found deficient for adequate Inner City pupil instruction and guidance; (2) the three-year Inner City Project was instrumental in sustaining high pupil-school-community cooperation during the 1970-71 year; (3) project efforts made positive changes in parent involvement, English acquisition by pupils whose native language was Spanish, unexcused absences, health absences, and teacher empathy toward their pupils; and, (4) project criterion levels fell short of expectations in the areas of secondary unexcused absences, health absences, and reading and mathematics achievement. Conclusions and recommendations for the San Diego City Schools and other School Districts are provided, as well as appendices. (Author/SB)

ED 079 447 UD 013 686

Aboud, Grace

Hiring and Training the Disadvantaged for Public Employment. Key Issues Series, Number 11.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Pub Date 73

Note—49p.

Available from—Publications Division, N.Y. State School of Industrial and Labor Relations, Cornell Univ., Ithaca, N.Y. 14850 ($2.00)

Document Not Available from EDRS.

Descriptors—Culturally Disadvantaged, Depressed Areas (Geographic), *Economically Disadvantaged, Economic Factors, *Employment Opportunities, Employment Trends, *Federal Legislation, *Federal Programs, Government Employees, Low Income Groups, Manpower Development, Manpower Utilization, Poverty Programs, Unemployment, *Welfare Recipients

The trend in the early 1960's was toward manpower programs to help the unemployed and underemployed to get jobs and improve their job status through federally financed job training. The objective was to get those workers who had been trained in these programs into unsubsidized jobs. The trend toward job creation came later in the decade; the purpose of this report is to describe this trend. Chapter I is a brief legislative history of federally sponsored manpower programs from 1961 to the present and attempts to acquaint the practitioner with a broad overview of manpower policy in the recent past and present. Chapter II describes five major federal employment programs for the disadvantaged currently in operation and some of the published evaluations of these programs. This section of the report discusses the structure and administration of these programs, the type of work they provide, the characteristics of their enrollees, and some of the problems and successes each program has encountered. Chapter III is a descriptive analysis of the current employment and occupational trends together with projections for the American economy through 1980. Finally, Chapter IV takes

a look at the present debate over manpower policy and the future of public employment for the disadvantaged. At the conclusion, there is a selected bibliography covering the issues and programs discussed in this report. (Author)

ED 079 448 UD 013 690

[Jencks' "Inequality" and Its Critics.] Clearinghouse for Civil Rights Research, Volume 2, Number 1, Spring 1973.

Catholic Univ. of America, Washington, D.C. Center for National Policy Review.

Pub Date 73

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Culturally Disadvantaged, Disadvantaged Groups, *Economically Disadvantaged, Economic Factors, Educational Finance, *Educational Quality, *Equal Education, *Social Change, Socially Disadvantaged, Social Mobility, Socioeconomic Status

Identifiers—*Jencks (Christopher)

The debate over whether "schools make a difference" touched off by Christopher Jencks' "Inequality" continues to flourish. In this issue, a summary of the Jencks' book and the views of some of its critics are presented. Bird's-eye critiques are given by Alice Rivlin, ten black social scientists, including, among others, Ronald Edmonds, Stephen Michelson, Lester Thurow, Kenneth Clark, James Coleman, and Beverly Duncan. Reference is also made to several articles on Jencks' "Inequality" by several well-known spokesmen for social and educational issues. (SB)

ED 079 449 UD 013 730

Levy, Leah, Ed.

Testing and Tracking: Bias in the Classroom. Inequality in Education, Number 14, July 1973.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 73

Note—66p.

Available from—Center for Law and Education, Larsen Hall, 14 Appian Way, Cambridge, Mass. 02138 ($1.50)

Journal Cit—Inequality in Education; n14 p1-66 Jul 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ability Grouping, Cultural Differences, Cultural Factors, Disadvantaged Youth, *Educational Methods, *Equal Education, Gifted, Individual Instruction, Intelligence, Intelligence Tests, Low Ability Students, Racial Discrimination, *Tracking

Every school system in the country seeks a way to evaluate its educational effectiveness as well as the academic success and failres of its students. A majority of schools assume that intelligence, and therefore academic success, can be measured. Accordingly, standardized tests are used to determine intellectual capacity and level, and test results are employed as a basis for classifying and tracking students into various groups. This issue of "Inequality in Education" is designed to analyze the underlying concepts of testing and tracking, and to explore the particular educational inequities which these practices foist upon minority group children. Articles deal with: (1) an examination of the prevailing concept of intelligence and IQ in relation to varied perspectives and cultures; (2) cultural, socioeconomic and racial bias in testing and tracking; (3) a review of some legal cases involving classification in schools; (4) an examination of the history of ability groups, studies about them, and possible ways to restructure classroom grouping to have less detrimental effects on students; (5) the small educational goals of many tracked classrooms and how they relate to the success of a non-tracked special school in Massachusetts; and, (6) the flexible and individualized use of testing and grouping in a program in South Carolina. A Notes and Commentary section contains reports on recent education cases. (Author)

ED 079 450 UD 013 731

Trowbridge, James W.

Urbanization in Jamaica. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Improvement, City Planning, *Demography, *Developing Nations, Housing, Industrialization, Job Market, Labor Market, Living Standards, National Programs, Population Distribution, Population Growth, Rural Urban Differences, Unemployment, Urban Areas, Urban Immigration, *Urbanization, *Urban Population, Urban Renewal, Urban Slums

Identifiers—*Jamaica

After a prolonged period of unplanned expansion and administrative neglect, Kingston is now suffering the social and physical consequences of unattended urbanization. Increasingly Kingston's problems in coping with its rapid urban growth are a deterrent to Jamaica's social and economic advancement, and this calls for greater efforts in organization, research, and training. It suggests that urbanization and its concomitant problems need major attention; this in turn may indicate that an urban planning organization with comprehensive authority for metropolitan and regional planning and development might well be established. It also suggests that research and training capabilities at the University of the West Indies need to be further strengthened to effectively collaborate with the recommended metropolitan planning agency and with existing organizations such as the Urban Development Corporation. In addition, internships with Jamaican urban planning agencies might be provided through new fellowship schemes for recent university graduates before and after degree training aborad. Topics discussed in this paper are: (1) urbanization of Jamaica, (2) urbanization of Kingston, (3) urban conditions in Kingston, (4) urban planning in Jamaica, (5) problems of implementation, and (6) urban research and training needs. [For related documents in this series, see UD 013 732-013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-UD 013 748.] (Author/SB)

ED 079 451 UD 013 732

Gardner, James A.

Urbanization in Brazil. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—221p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—City Improvement, City Planning, Demography, *Developing Nations, Industrialization, Living Standards, National Programs, Population Distribution, Population Growth, *Urban Areas, Urban Immigration, *Urbanization, *Urban Population, Urban Renewal

Identifiers—*Brazil

This report is a continuation of a review done in 1958 by the Ford Foundation in an attempt to identify and define a productive role in Latin America. Contained herein are as follows: The Introduction includes: (1) Urbanization in Latin America, The Role of the Ford Foundation; (2) Urbanization in Brazil, the Involvement of the Ford Foundation; (3) The Need for a Frame of Reference in Approaching Urban Problems; (4) Whether 'Urban Problems' Constitute a Cognizable, Effective Category for Foundation Activity; (5) a Definition of Urbanization; (6) The Elements of an 'Urban Frame of Reference;' and (7) The 'Frame of Reference' Origin of the Present Paper. The second section, Urbanization in Brazil, deals with: (1) The Absence of an Urban Tradition; (2) Physical Setting; (3) The Settlement and "Urban" History of Brazil. The third section, Brazilian Responses to Urbanization, includes: (1) 'Societal' Perception of Cities; (2) Governmental Responses to Urbanization; (3) Other Institutional Responses to Urbanization; and (4) 'Urban Policy' in Brazil. Tables and charts are included throughout the text. [For related documents in this series, see UD 013 731 and 013 733-744 for surveys of specific countries. For special studies analyzing urbanization in The Third World, see UD 013 745-UD 013 748.] (SB)

ED 079 452 UD 013 733

Robin, John P. Terzo, Frederick C.

Urbanization in Colombia. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—107p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—City Improvement, Demography, *Developing Nations, *Governmental Structure, *Housing, Industrialization, Living Standards, National Programs, Population Distribution, Population Growth, *Urbanization, Urban Population, Urban Renewal

Identifiers—*Colombia

This survey paper will deal with the form and possible explanations of Colombia's urban diversity; the conscious effort to encourage it which is taking place both in the national government and in the regions and cities themselves; with the international interest in the phenomenon and the supportive efforts which follow; and with the relatively sophisticated (fully in form and substantially in practice) structure of planning and administration for urban and regional development. An attempt is also made to evaluate the contribution which international agencies have made, or can make, in assisting Colombia to meet its problems of urban growth and the urban environment. Sections of this paper discuss: (1) Toward a True Urban Majority; (2) The Depth of Regionalism; (3) The Structure of Government--and the Cities; (4) Colombia's Urban Array; (5) The Action Agencies for Urban and Regional Development; (6) The Depth of Urban Skills; (7) The National Plan for Regional Development; (8) The Flavor of Cities; (9) Metropolitan Government--And Bogata; (10) Planning for Bogota; (11) The Housing Conditions of the Urban Poor; (12) Toward an Urban Reform Law; (13) International Assistance; (14) A Clash of Strategies. [For related documents in this series, see UD 013 731-732 and 013 734-744 for surveys of specific countries. For special studies analyzing urbanization in The Third World, see UD 013 745-UD 013 748.] (Authors/SB)

ED 079 453 UD 013 734

Robin, John P. Terzo, Frederick C.

Urbanization in Venezuela. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—54p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Improvement, City Planning, *Demography, *Developing Nations, Housing, Industrialization, Job Market, Labor Market, Living Standards, National Programs, Population Growth, Unemployment, Urban Areas, *Urbanization, *Urban Population, Urban Renewal, Urban Slums

Identifiers—*Venezuela

This study investigates the effects that the abundance of resources in this country has had on the urban development of the country, upon its pattern of population distribution, and upon the conscious effort of the Venezuelan government to reshape its population pattern by the planning of new urban centers and by the opening of previously undeveloped areas to settlement and industrialization. Included in this study are the following: (1) regional development policy in Venezuela; (2) urban planning in Ciudad Guayana; (3) a study of Caracas; (4) other urban centers; (5) FUNDACOMUN; (6) the international agencies in Venezuela; and, (7) resources and people. [For related documents in this series, see UD 013 731-733 and 013 735-744 for surveys of specific countries. For special studies analyzing urbanization in The Third World, see UD 013 745-UD 013 748.] (Authors/SB)

ED 079 454 UD 013 735

Robin, John P. Terzo, Frederick C.

Urbanization in Peru. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Improvement, City Planning, Demography, Developing Nations, Housing, Living Standards, *Metropolitan Areas, Population Distribution, Population Growth, Rural Urban Differences, Urban Areas, *Urban Immigration, *Urbanization, Urban Population, *Urban Renewal

Identifiers—*Peru

This survey paper will deal primarily with the following two issues: (1) How to cope with the

growth of the metropolitan Lima area, and the current and future stresses on its social and physical environment, and (2) How to develop, if it is possible and desirable to do so, other urban growth poles in the country which will relieve the concentration of population and economic development which is now taking place in Lima. Contents of this paper include: (1) Metropolitan Lima, (2) The Pueblas Jovenes, (3) The Character of Lima, (4) The Structure of Metropolitan Government in Lima, (5) Planning for Metropolitan Lima, (6) Oposecion Entre Lima Metropolitana y El Resto del Pais, (7) The Institutional Inventory--Planning, Research, and Training, (8) The International Roster, (9) Chimbote--A Special Case for International Assistance, and (10) Some Final Observations. [For related documents in this series, see UD 013 731-734 and 013 736-744 for surveys of specific countries. For special studies analyzing urbanization in The Third World, see UD 013 745-UD 013 748.] (Authors/SB)

ED 079 455 UD 013 736

Robin, John P. *Terzo, Frederick C.*

Urbanization in Chile. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Improvement, *City Planning, Demography, Developing Nations, *Governmental Structure, Government Role, Living Standards, National Programs, Population Distribution, Population Growth, Rural Urban Differences, Social Change, *Urban Areas, *Urbanization, Urban Population, Urban Renewal

Identifiers—*Chile

Chile is unique in its geography and urban concentration, its political history and its present governmental structure. These features are examined in this survey report. Topics for discussion include: (1) The Instruments of Planning, (2) The Planning and Development Structure, (3) The Move to Integrated Economic Space, (4) The Chilean Heartland--The Macro Zona Central, (5) An Inventory of Planning, (6) The Urban Planning Alphabet, (7) The Role of the International Agencies, (8) The Geneva of Latin America. [For related documents in this series, see UD 013 731-735 and 013 737-744 for surveys of specific countries. For special studies analyzing urbanization in The Third World, see UD 013 745-UD 013 748.] (SB)

ED 079 456 UD 013 737

Rosser, Colin

Urbanization in Tropical Africa: A Demographic Introduction. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—85p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Improvement, City Planning, Demography, Living Standards, Population Distribution, *Population Growth, *Rural Urban Differences, Urban Areas, *Urban Immigration, *Urbanization, Urban Population, Urban Slums

Identifiers—*Tropical Africa

The basic point which this discussion attempts to emphasize is that the political perception of urbanization in Tropical Africa tends to be dominated by concern with urban unemployment (and its social and political consequences) as the major, visible and explosive byproduct of the acceleration of rural-urban migration which has been one of the most striking features of the postwar period, and particularly the period since independence. Contents include: (1) definitions of the terms "urban" and "tropical Africa;" (2) the African urban inheritance; (3) Exploding cities in unexploding economies; (4) the rural-urban relationship; (5) the African Urban Experience; (6) the politics of urbanization. [For related documents in this series, see UD 013 731-013 736 and UD 013 738-013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-UD 013 748.] (Author/SB)

ED 079 457 UD 013 738

Green, Leslie *Milone, Vincent*

Urbanization in Nigeria: A Planning Commentary. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—49p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Improvement, City Planning, Demography, Developing Nations, *Economic Development, Housing, Job Market, Living Standards, *National Programs, Population Distribution, Population Growth, Rural Urban Differences, Urban Areas, *Urban Immigration, *Urbanization, Urban Population, Urban Renewal, Urban Slums

Identifiers—*Nigeria

Since the end of the Second World War, the development of Nigeria has been marked by rapid commercial, manufacturing and urban growth concentrated in three main areas: (1) the southwest, the port-city and Federal capital of Metropolitan Lagos; (2) the north, a central close-settled zone which embraces the cities of Kano, Zaria and Kaduna; and (3) the south-east, a well-knot network of urban places which is dominated by Port Harcourt, Onitsha, Aba and Emigre. The first part of this survey, "The Need for Urban and Regional Planning," examines urbanization and migration, consequences of urbanization and townward migration, spatial disparities in population growth, and disparities and problems of economic development. Part II, "The Governmental Response to Problems of Urban and Regional Development," discusses the federal, state and local responses to urbanization problems in Western Nigeria, Lagos State, Northern and Eastern Nigeria. Part III, "University Training and Research in Urban and Regional Planning," presents a look at urban and regional studies, and town planning. [For related documents in this series, see UD 013 731-013 737 and UD 013 739-013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-UD 013 748.] (Author/SB)

ED 079 458 UD 013 739

Laurenti, Luigi *Gerhart, John*

Urbanization in Kenya: Urbanization Trends and Prospects; Rural Development and Urban Growth. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Air Pollution Control, City Improvement, City Planning, Demography, Developing Nations, Industrialization, Job Market, National Programs, Population Distribution, Population Growth, *Rural Urban Differences, Urban Areas, *Urban Immigration, *Urbanization, Urban Population, Urban Renewal, Urban Slums

Identifiers—*Kenya

Two articles on the urbanization of Kenya are presented in this survey. The first one, "Urbanization Trends and Prospects," by Luigi Laurenti, states that urbanization has only recently been recognized as a problem of some importance in Kenya, and this recognition is far from comprehensive. Consequently, public policy--and especially planning for economic and social development--has not yet faced up to dealing with urbanization at any level, be it diagnosing problems, planning solutions, providing legislative and administrative mechanisms adequate for the programs and projects needed, or making appropriate allocations of resources. Topics dealt with here are migration, urban squatters, the role of urban centers, urban development committees, the Nairobi Urban Study, urban development, growth centers, dispersal of industry, differential service needs, urban infrastructure, pollution control, the scale and pace of urbanization, and alternatives for Kenya. The second article, "Rural Development and Urban Growth," by John Gerhart, discusses the importance of rural development programs as a part of urban growth strategy. Recent evidence suggests that rural development programs represent an efficient way to create employment and build a base of purchasing power on which future growth of the modern sector depends. [For related documents in this series, see UD 013 731-013 738 and UD 013 740-013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-UD 013 748.] (Author/SB)

ED 079 459 UD 013 740

Simmance, Alan J. F.

Urbanization in Zambia. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—59p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Demography, Developing Nations, Employment, Housing, Industrialization, Living Standards, National Programs, Population Distribution, Population Growth, *Rural Development, *Rural Urban Differences, Unemployment, Urban Areas, *Urban Immigration, *Urbanization, Urban Population

Identifiers—*Zambia

This report reviews the "Seers Report," which contained policy guidelines for modern development planning in Zambia, and compares its findings to recent findings during the period 1963-1970. The Seers Report found that Zambia was the most urbanized country in Africa south of the Sahara (excluding South Africa). This report finds that since Independence, this country has witnessed a high rate of rural/urban drift, which has been caused by two factors: the relative stagnation of the rural areas, coupled with an unprecedented and unanticipated rise in both real and money incomes in the towns. In connection with these findings, the following topics are discussed here: (1) The Planning Background; (2) The Future Strategy for Rural Development in Zambia; (3) Rural/Urban Migration and Employment; (4) Settlement and Housing; (5) Alternative Approaches to Rural Development; (6) The Second National Development Plan 1972-1976. [For related documents in this series, see UD 013 731-013 739 and UD 013 741-013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-UD 013 748.] (Author/SB)

ED 079 460 UD 013 741

Johnson, Katherine Marshall

Urbanization in Morocco. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—146p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—City Improvement, *City Planning, *City Problems, *Demography, Developing Nations, Living Standards, National Programs, Population Distribution, *Population Growth, Rural Urban Differences, Urban Areas, Urban Immigration, *Urbanization, Urban Population, Urban Renewal

Identifiers—*Morocco

This paper attempts to analyze contemporary Moroccan attitudes and policies toward the cities by tracing their antecedents, and by describing their evolution. It is structured around four central questions about Morocco's urban policy. (1) What exactly did the "French tradition" and the "French influence" entail in regard to urbanization? (2) How did the new Moroccan government approach the problem of the cities, in its general policy and in its development plans? (3) What is the current policy towards urban development, and how has it evolved? (4) What means has the Moroccan government at its disosal to plan for urban development and to implement its policies? The paper also explores briefly the activities of international agencies in the field of urbanization, and the potential for new initiatives and new programs in the future. This paper draws on the author's personal research in Morocco in 1968 and 1970, which involved extensive interviews with government officials at the central and local levels, and with private individuals. It also involved an exploration of archives of the central government and of the city of Casablanca. [For related documents in this series, see UD 013 731-013 740 and UD 013 742-UD 013 744 for surveys of specific countries. For special studies

analyzing urbanization in the Third World, see UD 013 745-UD 013 748.] (Author/SB)

ED 079 461 UD 013 742

Keles, Rusen

Urbanization in Turkey. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—177p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Air Pollution Control, City Improvement, *City Planning, *Demography, Developing Nations, Ecology, Economic Factors, Educational Planning, Family Planning, Housing, Minority Groups, National Programs, Population Distribution, Public Opinion, *Rural Development, Rural Urban Differences, Urban Areas, *Urbanization, Urban Renewal

Identifiers—*Turkey

Urbanization is sometimes defined as a process of population concentration that requires both growth in the size of cities and multiplication of their numbers. This demographic approach seems to neglect two other important aspects of urbanization: namely, economic and social. The economic dimension consists of structural change in the productive forces, which include specialization and the division of labor; and the social aspect entails modernization and noneconomic transformations. A suitable definition of urbanization must take all these processes into account. In this report, all aspects will be considered, with an emphasis on objectivity. [For related documents in this series, see UD 013 731-UD 013 741 and UD 013 743-013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-UD 013 748.] (Author/SB)

ED 079 462 UD 013 743

Rosser, Colin

Urbanization in India. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—116p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—City Improvement, City Planning, Demography, Developing Nations, *Educational Programs, Living Standards, *National Programs, Population Distribution, Population Growth, Rural Urban Differences, *Urban Areas, Urban Immigration, *Urbanization, Urban Population, Urban Renewal

Identifiers—*India

After reviewing the urban demographic facts and prospects for India as a whole, this report asks one basic question: Who, in the Indian polity, is responsible for urban government and urban development? As with the other country reports in this series, the main objective is to understand the national perception of the place of urban development in India's development priorities; and to describe, in basic outline at least, the governmental response in urban policy and program. The main theme of this report is urban government and urban administration in India. In relation to this, the following topics are discussed: (1) Urbanization in India: The Demographic Situation Projected; Growth of the Indian Urban Population; (2) The National Planning Response; (3) Center-State Relations in Urban Development; (4) Urban Administration; (5) Implementing Agencies in Urban Areas; (6) Training Programs in Urban Administration; (7) A National Institute of Urban Affairs? [For related documents in this series, see UD 013 731-013 742 and UD 013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-UD 013 748.] (Author/SB)

ED 079 463 UD 013 744

Romm, Jeff

Urbanization in Thailand. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—177p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—City Improvement, Crime, Demography, Developing Nations, Education, Employment, Housing, Land Settlement, Living Standards, *National Programs, Population Distribution, *Population Growth, *Rural Urban Differences, Traffic Control, Unemployment, Urban Areas, *Urbanization, Urban Renewal, Violence

Identifiers—*Thailand

The primary intentions of this report are to describe urbanization in Thailand to the extent that available information permits, to relate it to development and development planning, and to identify gaps in current knowledge that are likely to become significant in the formulation of future policies and programs. The first section, "Urbanization and the Nation," discusses "The Dominance of Bangkok," "Population Growth and Movement," "Settlement Patterns," "Regional Economics," "Employment," and a discussion of the various geographic regions of Thailand. The second section discusses, "The Governance of Bangkok;" "Metropolitan Land Use and Development; Traffic and Public Transportation; Aesthetics, Recreation and Space; Crime and Violence; Housing; Air and Water Quality; Education; Unemployment; Public Finance; Trends; The Town and Country; Planning Act 251; and the Revised Metropolitan Development Plan. The third section presents a synthesis. At the end of this report is a postscript and bibliography. [For related documents in this series, see UD 013 731-UD 013 743 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-UD 013 748.] (Author/SB)

ED 079 464 UD 013 745

Terzo, Frederick C.

Urbanization in Developing Countries: The Response of International Assistance. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—133p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—City Improvement, City Planning, *Demography, *Developing Nations, Housing, *International Organizations, International Programs, Living Standards, National Programs, Population Distribution, Rural Urban Differences, *Technical Assistance, Technical Education, Urban Areas, *Urbanization, Urban Population, Urban Renewal

Identifiers—Agency for International Development, Organization of American States, United Nations Agencies, World Health Organization

This report presents a brief review of the programs of the international assistance agencies in the field of urban and regional development. It covers the major activities of the last decade or so, and assesses the posture of the agencies at the start of the Second Development Decade in relation to urbanization in the less developed countries. The report draws on information gathered during discussions with agency staff members at headquarter points and country missions, as well as on the literature in the field. The primary focus is on the work of the United Nations Center for Housing, Building and Planning; the Public Administration Division of the Department of Economic and Social Affairs, and the World Health Organization. It will, in addition, consider the activities of the Organization of American States' Division of Urban Development, which has been especially active in the areas of research and training. Also reported here are the activities of USAID, The International Bank for Reconstruction and Development and the Inter-American Development Bank. This survey does not attempt to be exhaustive, either in terms of the agencies covered and discussed or with regard to the full range of projects now in operation or recently completed. It has instead sought to distill the essence of the contribution made by the international community by discussing only exemplary projects and the most characteristic modes of operation of the agencies. [For related documents in this series, see UD 013 731-UD 013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 746-013 748.] (Author/SB)

ED 079 465 UD 013 746

Bernstein, Beverly, Ed.

Infrastructure Problems of the Cities of Developing Countries. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—262p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—City Improvement, *City Problems, *Demography, *Developing Nations, History, International Organizations, International Programs, National Programs, *Technical Assistance, Technical Education, Technology, Urban Areas, *Urbanization, Urban Population, Urban Renewal, Utilities, Water Resources

Identifiers—Agency for International Development, Organization of American States, United Nations Agencies, World Health Organization

The contents of this collaborative report are as follows: Chapter I--Terms of Reference. Chapter II--Historical Summary of Non-Research. Chapter III--Studies of Urban Infrastructure Elements: (A) Domestic Water Supply; (B) Removal and Treatment Solid and Liquid Wastes; (C) Domestic Power Supply; (D) Urban Transportation; (E) Urban Land. Chapter IV--Summary of Conclusions and Research Needs. Chapter V--The Next Step. [For related documents in this series, see UD 013 731-UD 013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745 and 013 747-748.] (Author/SB)

ED 079 466 UD 013 747

Bernstein, Beverly

Survey of European Programs: Education for Urbanization in the Developing Countries. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey.

Pub Date 72

Note—121p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—City Improvement, City Planning, Demography, *Developing Nations, Housing, *International Organizations, International Programs, Living Standards, National Programs, Population Distribution, Rural Urban Differences, *Technical Assistance, Technical Education, Urban Areas, *Urbanization, Urban Population, Urban Renewal

Identifiers—*Europe

This report is intended as a contribution to the International Urbanization Survey, initiated by The Ford Foundation. The Survey is designed to review and assess experience in the complex problems posed by the rapid growth of urban centres throughout the developing countries. The terms of reference used here were broadly taken to be as follows: to provide an inventory of European institutions with research and training programmes concerned with urban and environmental problems in the developing countries. For purposes of this survey, the following activities were not included here: (1) private consultants, architects, planners, etc., (2) international agencies, even if based in Europe; (3) pure documentation services; (4) technical programmes on elements of the urban environment (e.g., public health, transport, police, etc.); (5) courses or centres not specifically devoted to the problems of developing countries (e.g., various university courses provide an educational resource for developing countries although they are not organized specifically to fill such a need). For related documents in this series, see UD 013 731-UD 013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-746 and 013 748.] (Author/SB)

ED 079 467 UD 013 748

Tinker, Hugh

Race and the Third World City. An International Urbanization Survey Report to the Ford Foundation.

Ford Foundation, New York, N.Y. International Urbanization Survey

Pub Date 72

Note—53p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Planning, Demography, *Developing Nations, Employment, *Ethnic Relations, Ethnic Status, Housing, Industrialization, Job Market, Living Standards, Political Power, Population Growth, *Race, *Race Relations, Racial Composition, Racial Discrimination, Racial Factors, *Urbanization, Urban Population, Urban Slums

This survey paper attempts to demonstrate that there is a functional interaction between race and the city. Given the basic features of slums, squatter colonies, rapid immigration, patchy industrialization and chronic unemployment, together with political instability (induced both internally and externally), the author attempts to show that race is the intervening variable in the evolution of the Third World urban plural society and the perpetuation of the ghetto and exclusivism. The following topics are discussed: (1) the evolution of the city; (2) race relations within the city; (3) the colonial legacy; (4) race in the city today; (5) the implications of race for city management; (6) town-planning and race; (7) the future of race in the city, (8) some research suggestions: 'tribalism' in the city; consequences of public policy on patterns of settlement; employment and ethnicity; political ideologies and movements. [For related documents in this series, see UD 013 731-UD 013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-747.] (Author/SB)

VT

ED 079 468 VT 018 689

Hull, William L. And Others

A Conceptual Framework for the Diffusion of Innovations in Vocational and Technical Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—R&D-Ser-89

Pub Date Mar 73

Grant—OEG-3-7-000158-2037

Note—58p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Change Agents, Conceptual Schemes, *Diffusion, *Information Dissemination, Information Networks, Information Processing, Information Utilization, *Innovation, *Models, Research Projects, Research Reviews (Publications), Technical Education, *Vocational Education

This conceptual framework was constructed by researchers with the Diffusion Program at the Center for Vocational and Technical Education for the purpose of classifying research findings on dimensions of the diffusion process consistent with the objective of the program; the formulation of rational strategies for diffusion of innovations in vocational and technical education. Data collection procedures included analyses of commissioned papers, ERIC documents, and reports of diffusion research. A group of innovative project directors were interviewed, and a committee of consultants reviewed and revised the framework. Target audiences for this conceptual framework are diffusion researchers, change agents at the state or local level who need information on available tactics for innovation diffusion, consumers of innovations, and university faculties preparing education extension or other change agents. The framework presented in this document represents the first of a planned 3-year activity. Appendixes contain the preliminary framework subdimensions, consulting committee group reports, list of innovative project directors interviewed, and an outline of a handbook of diffusion techniques. (Author/MF)

ED 079 469 VT 019 113

Seamans, Melvin And Others

An Evaluative Study of Auto Mechanics and Automotive Technology Programs and Curricula. Final Report.

Madison Area Technical Coll., Wis.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Nov 72

Note—171p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Auto Mechanics (Occupation), *Curriculum Evaluation, Employer Employee Relationship, Employment Patterns, *Graduate Surveys, Occupational Surveys, *Program Evaluation, Questionnaires, Technical Education, *Vocational Education

Identifiers—Employment Skills, *Wisconsin

To identify the needs of the employee for job entry in the automotive trades, data were collected by questionnaire from graduates of vocational and technical schools in the State and from their employers. The information obtained was intended to be utilized by educators in upgrading vocational school automotive programs and curriculums. Findings indicate that, in general, employers were satisfied with the training the graduates received. The graduates also rated their training good, but called for more hours of training in general and specialty areas and courses more relevant to auto mechanics. The study reveals that the greatest problems involve the weak placement programs of vocational schools and the substandard wages reported by many of the graduates. Recommendations relate to such items as: (1) better communications between industry and automotive training programs, (2) licensing programs and other programs to help raise wage rates for graduates, (3) emphasis on making related subjects relevant to automotive subjects, and (4) review of the number of hours of actual automotive training. (KH)

ED 079 470 VT 019 647

Frantz, Nevin R., Jr.

Career Cluster Concepts.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—Inf-Ser-78

Pub Date 73

Note—41p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus , OH 43210 (one of a set, prices available upon request)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Guides, *Career Education, Cluster Grouping, Concept Formation, Curriculum Development, Educational Needs, Fundamental Concepts, Individualized Instruction, Interdisciplinary Approach, Occupational Choice, *Occupational Clusters, *Program Development, Program Planning, Resource Materials, Vocational Development

Identifiers—*Program Implementarion

The purpose of this report is to provide local school administrators with information about occupational clusters as well as suggested strategies for implementing a career cluster concept approach at the local level. The techniques and procedures presented in this paper need to be modified and adapted by an administrator to conform with local school conditions and priorities. Renewed interest in career education underscores the following general societal needs that educational planning must consider: (1) the need to adapt easily to socioeconomic changes, (2) the need to plan for individual geographic mobility, (3) the need to provide individuals with occupational versatility, and (4) the need to provide students with greater flexibility in occupational choice patterns. Studies which identify various types of occupational clusters and curriculum development efforts are reviewed to provide a rationale for the career cluster concept. Alternative approaches and procedures for implementing the cluster concept and an interdisciplinary approach to an individualized instructional system are presented. A number of resource materials and an extensive bibliography are appended. (Author/AG)

ED 079 471 VT 019 961

Choldin, Harvey M. Trout, Grafton D.

Mexican Americans in Transition: Migration and Employment in Michigan Cities. Final Report.

Michigan State Univ., East Lansing. Agricultural Experiment Station.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 69

Note—479p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Agricultural Laborers, Employment Opportunities, Employment Problems, *Ethnic Studies, *Family Characteristics, Family Income, Family Mobility, *Mexican Americans, *Migrant Employment, Migrant Problems, *Occupational Mobility, Occupational Surveys, Social Change, Urban Areas

Identifiers—*Michigan

This study was conducted as part of a larger research effort designed to examine the characteristics and social and occupational encounters of Mexican American migrant farm workers in their transition into an urbanized society. Specifically, the investigation was directed at surveying migrant workers in and around the Michigan area. Interviews with a random sample of household heads provided the data. Variables studied were: (1) social characteristics, including household composition and educational level, (2) backgrounds of migratory workers and characteristics of community stabilization, (3) occupational opportunities, (4) employment and income patterns, and (5) occupational and income mobility. Detailed findings of the study are included and tables provide statistical data of the variables studied. Of the sampled population, only 12 percent were born in Michigan or migrated there before age 16. A total of nine percent came before 1919, and 32 percent arrived in the early 1940's. Migration increased immensely in the 1950's, but declined in the late 1950's with the onset of the economic recession. Mostly born in Texas, recent migrants are somewhat younger than the resident Mexican Americans, have higher educational levels, and reside mainly in rural areas. (SN)

ED 079 472 VT 020 136

Summaries of Research Studies in Agricultural Education Southern Region, 1971-72.

Louisiana State Univ. and A and M Coll. System, Baton Rouge. School of Vocational Education.

Spons Agency—American Vocational Association, Washington, D.C. Committee on Research in Agricultural Education.

Pub Date 72

Note—57p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, *Agricultural Education, *Agricultural Research Projects, Annotated Bibliographies, Doctoral Theses, *Educational Research, Masters Theses, *Research, Vocational Education

Identifiers—Southern Region

This document contains a compilation of research in agricultural education completed during the 1971-72 year. Presented in abstract form, the studies represent the work of persons in ten states of the Southern Region. The abstracts are arranged alphabetically by author and include the purpose, methodology, and findings. Announcements of topics now being researched in the area are listed in a separate section along with the researcher's name and school affiliation. (SN)

ED 079 473 VT 020 151

Major Programs 1972. Bureau of Labor Statistics.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 72

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Employment, Employment Statistics, *Federal Programs, Health Conditions, Industrial Relations, *Labor Conditions, *Labor Economics, Labor Force, Manpower Needs, *Manpower Utilization, Occupational Surveys, *Productivity, Safety, Statistical Data, Statistical Studies, Technology

Identifiers—Bureau of Labor Statistics

This document presents in highly concentrated form and scope highlights of the principal programs and activities engaged in by the Bureau. Selected major characteristics of more than 50 programs, grouped into related subject matter areas are presented in tabular format. The frequency with which data are made available, principal publications in which they appear, and some of the principal uses of the data are given. A brief narrative accompanies each major subject grouping. Major topical entries include: (1) Current employment analysis, (2) Manpower structure and trends, (3) Prices and living conditions, (4) Wages and industrial relations, (5) Productivity and technology, (6) Occupational Safety and health statistics, and (7) Economic trends and labor conditions. (Author/SN)

ED 079 474 VT 020 178
Leventhal, Jerome I., Ed.
Teacher Resource Bibliography for Marketing and Distribution and Distributive Education, 1968-1971.
Epsilon Delta Epsilon, Trenton, N.J.
Pub Date 71
Note—129p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Audio Visual Aids, *Bibliographies, *Curriculum Development, *Distributive Education, *Educational Resources, Instructional Materials, *Marketing

Intended to aid teachers in the development of realistic and meaningful curriculum, this bibliography contains books, articles, audiovisual aids, and other materials pertaining to marketing and distributive education which were published between 1968-1971. Entries are arranged alphabetically by author or title according to these categories: (1) Attitudes and Motivation, (2) Grooming, (3) Sensitivity, (4) Marketing Channels, (5) Advertising, (6) Selling and Salesmanship, (7) Display, (8) Non-Textiles, including appliances, cosmetics and soaps, furs, furniture, jewelry, leather, paper, plastics, rubber, and tableware, (9) Textiles, (10) Food, (11) Computers and Data Processing, (12) Services, including automobile services, banking, cosmetology, dry cleaning, fashion, insurance, hotels-motels, nursing, public relations, and transportation, and (13) Free Enterprise. In addition to author and title, each entry contains publication information. (SB)

ED 079 475 VT 020 244
Smiley, James, Comp. *Budke, Wesley, Comp.*
Post-Secondary Cooperative Education Abstracts.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—Bib-Ser-17
Pub Date May 73
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, Annotated Bibliographies, *Cooperative Education, Educational Research, Indexes (Locaters), *Junior Colleges, Operations Research, *Post Secondary Education, Program Administration, Program Coordination, Program Planning, Technical Education, *Vocational Education

This bibliography of abstracts was prepared to assist program planners and administrators in locating pertinent data on post-secondary cooperative education programs. The package is composed of abstracts of documents reported in "Research in Education" (RIE), "Abstracts of Research Materials in Vocational and Technical Education" (ARM), and "Current Index to Journals in Education" (CIJE). Entries include: (1) titles pertaining to model 2-year post-secondary cooperative education programs, with special emphasis on planning, coordination, administration, and organization, (2) procedural manuals for program coordinators, (3) titles pertaining to secondary and higher education relating to planning, coordination, and administration, and (4) guidelines for program development. (Author/SN)

ED 079 476 VT 020 342
Vocational Campus Multimedia Learning Laboratory Program-Extension. VEA Project Number 72-2-179 Final Report.
State Univ. of New York, Alfred. Agricultural and Technical Coll.
Spons Agency—New York State Education Dept., Albany.
Pub Date Aug 72
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Instructional Materials, Laboratory Equipment, *Learning Laboratories, Material Development, Mathematics, *Multimedia Instruction, *Post Secondary Education, *Program Development, *Program Evaluation, Reading Skills, Skill Development, Student Development, Study Skills

A Multimedia Learning Laboratory Program was developed at a post-secondary vocational campus to: (1) provide help in reading, math, and study skills for students with inadequate educational backgrounds, (2) provide a means by which students may enter a program at times other than the start of the school year, (3) facilitate articulation of students from secondary vocational-technical programs, and (4) provide for student self-developmnt. This publication discusses the development of the facility along with a discussion of the staffing, program development, and development of curriculum oriented materials. An evaluation of the program by students and faculty revealed that: (1) The number of students utilizing the laboratory increased 37 percent over the first year of operation, (2) Over 70 percent of the students felt that their experience in the laboratory had made them more confident and had improved their academic standing, and (3) Over 80 percent of the faculty felt that their students had benefited from the laboratory. A listing of the laboratory equipment and software along with student and faculty evaluation questionnaires and tabulations are appended. (SB)

ED 079 477 VT 020 353
Community Mental Health Workers Project: Report I (January 1971), Report II (February 1971), Report III (June 1971), and Report IV (March 1973).
Kentucky Mental Health Manpower Commission, Louisville.
Report No—R-1
Pub Date Mar 73
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Service Programs, Community Services, Demonstration Projects, Health Personnel, *Manpower Development, *Manpower Utilization, *Mental Health Programs, Psychiatric Services, *Subprofessionals

The Community Mental Health Workers Project is a 5-year community-based staff-demonstration study designed to develop, train, utilize, compare, and evaluate the effectiveness of three new types of middle level workers for community mental health programs. The three levels of workers are classified as: (1) an aide who will be an indigenous member of the community and whose function will be to provide various services to the patient and his family, (2) representative who will have a minimum formal education of a bachelor's degree and who will serve as a community expeditor and promote mental health programs, and (3) technician who will have completed an associate degree program and who will assist the center's staff by performing various ancillary functions. This publication consists of a series of reports providing ongoing information about the development of the project. The first report provides a synopsis of the program and discussion of the implementation of the programs, while the remaining reports are devoted to the development of role descriptions for the three new types of workers and the recruitment and selection of the technician, assistant, and representative trainees. (SB)

ED 079 478 VT 020 354
Negro Employment in the South. Volume 3: State and Local Governments.
Manpower Administration (DOL), Washington, D.C.
Report No—Manpower-Res-Monogr-23
Pub Date 73
Note—53p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L1.39/3:Vol.3, $.85)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Patterns, Equal Opportunities (Jobs), Government Employees, Integration Methods, *Local Government, *Negro Employment, Public Policy, Racial Discrimination, *Southern States, *State Government, Statistical Data

This study is part of a manpower research project to analyze Negro employment patterns in the South and to suggest ways to improve them. Government is a major employer, especially during economic depressions when market forces have caused high unemployment in the private sector. Governments may be particularly important sources of jobs for Negroes and other minorities in equal employment opportunity implementation. Data are presented for racial patterns of employment by agency category and labor type in 13 Southern states. It was found that geographic location alone cannot explain the racial employment patterns. Leadership by State and local officials and pressure from the community, black and white, are also very important, and the community organization is as important as legislation in causing any changes in the patterns. The study also indicated the need for better data on Negro employment in State and local governments. The data are especially limited at the municipal level. Conclusions and recommendations offer guides for the administration and enforcement of equal employment opportunities. Volume 1 and 2 of this project are available as ED 048 486 and ED 067 496 respectively. (MF)

ED 079 479 VT 020 359
Glickman, Albert S. *Brown, Zenia H.*
Changing Schedules of Work: Patterns and Implications. Final Report.
American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—AIR-30300-2-73-FR
Pub Date Feb 73
Note—125p.
Available from—National Technical Information Service, Springfield, VA 22151
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Employment Patterns, Employment Practices, Fringe Benefits, *Industrial Relations, *Job Satisfaction, *Manpower Utilization, Motivation, Personnel Management, Productivity, Work Attitudes, *Working Hours

The past few years have been highlighted by management experiments with variants of a 4-day week (particularly in the U.S.) and flexible working time schedules (particularly in Europe). These are illustrations of the changing patterns of work and free time that have begun to assume the status of a new technology, and which are the objects of study here in order to: (1) accumulate available information and experience associated with administrative experiments in work scheduling and their potential consequences in terms of impact upon human performance and values, social and psychological adjustment, and the quality of life, (2) explore implications for decision-making, policy and practice that may offer guidelines to individuals, organizations, and political and social institutions, and have bearing upon organizational effectiveness, regulations and laws, union and management philosophy and tactics, family life, leisure activities, political orientations, employment stability and mobility, economic theory, educational programing, and other aspects of our social systems, and (3) provide recommendations for programs of research to fill significant gaps in relevant areas of knowledge. A bibliography of 106 references in included. (Editor)

ED 079 480 VT 020 364
Osso, Nicholas A., Comp.
Directory of Secondary Schools with Occupational Curriculums, Public and Nonpublic, 1971.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C. Adult and Vocational Education Surveys Branch.
Report No—DHEW-OE-73-11409
Pub Date 73
Note—470p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($4.25)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Career Education, Curriculum, *Directories, Private Schools, Public Schools, *Secondary Schools, *Vocational Education, *Vocational High Schools

This is the first national directory of public and nonpublic secondary schools which offered vocational curriculums during the 1971-72 school year. Information for the directory was compiled from data provided through cooperative arrangements with the 50 states and the District of Columbia, Canal Zone, Guam, Puerto Rico, Trust Territory of the Pacific Islands and the Virgin Islands. Data were submitted for all schools with one or more vocational curriculums in Grades 9, 10, 11, and 12. Post-secondary and adult vocational education programs offered through secondary schools were included. To reduce the size of the volume, coding of certain data was used in the directory listings. Arrangement of the data, definition of terms, code system, and abbrevia-

tions used are explained. Summary tables of schools by type and by control are also presented. The directory lists schools by State or area with address, vocational enrollment, and curriculums offered. A companion directory of post-secondary schools is available as VT 020 706 in this issue. (MF)

ED 079 481 VT 020 375

Lee, Jasper S.

Career Education: Agribusiness and Natural Resources Occupations Cluster.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—Inf-Ser-87

Pub Date 73

Note—34p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 (one of a set, prices available upon request)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agribusiness, *Career Education, *Employment Opportunities, *Natural Resources, Occupational Clusters, *Occupational Information

Intended for teachers, counselors, and administrators, this booklet is designed to provide a brief description of the agribusiness and natural resources occupations cluster. Agribusiness is a blending of agriculture and business and is composed of two groups of occupations known as farm and nonfarm. Agribusiness and natural resources occupations are concerned with meeting the basic needs of man. Occupations in agribusiness and natural resources involve a wide range of subjects and skill requirements in such areas as biological science, economics, communications, business procedures, and transportation. Included in this booklet is a brief description of the opportunities and requirements of occupations belonging to these subgroups of the agribusiness and natural resources cluster: (1) agricultural production, (2) agricultural supplies and services, (3) agricultural mechanics, (4) agricultural products, (5) ornamental horticulture, (6) forestry, and (7) natural resources. In addition to the brief descriptions, a review of the changes occurring in agriculture, the importance of agribusiness and natural resources occupations, and employment trends are discussed. (SB)

ED 079 482 VT 020 377

Hills, Kenneth D.

Review and Analysis of Sources of Occupational Information for Career Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—Inf-Ser-89

Pub Date 73

Note—51p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 (One of a set, prices available upon request)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Education, Decision Making Skills, *Evaluation Criteria, *Information Sources, Media Selection, *Occupational Information, *Resource Guides, Resource Materials, Vocational Counseling

The recent trend toward a greater emphasis on career education for life preparation has brought with it the need for more accurate and appropriate information about self, environment, and the world of work. This publication was prepared to help the classroom teacher in identifying and assessing the various types and sources of occupational information available from government agencies, publishers, organizations, schools, and other sources. It is not intended to be an exhaustive compilation of all available materials but rather to provide representative titles in the various resource areas as well as media for presenting occupational information. The contents provide an overview of the role of occupational information in career education and career development. Included are illustrations of a decision-making model and a career education model. Occupational information sources are identified, as are guidelines for assessment of the information. (MF)

ED 079 483 VT 020 388

Cooper, Arnold C., Ed. Komives, John L., Ed.

Technical Entrepreneurship: A Symposium.

Center for Venture Management, Milwaukee, Wis.

Pub Date 72

Note—254p.; Papers presented at the Symposium on Technical Entrepreneurship (Purdue Univ., October 7 and 8, 1970)

Available from—Center for Venture Management, Attention: J. L. Komives, 811 East Wisconsin Avenue, Milwaukee, Wisconsin 53202

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Business, *Economic Factors, *Economic Research, *Management, Speeches, *Symposia

Identifiers—*Technical Entrepreneurship

Contained in this document are papers presented at the Symposium on Technical Entrepreneurship at Purdue University by researchers who were then or had previously been engaged in research in the area. Because formal research in this area was in its infancy, there was a particular need to afford investigators in the field opportunities to compare findings and to discuss possible directions for future research. Titles of the twelve papers presented are: (1) Factors Influencing the Rate of Formation of Technical Companies, (2) The Technical Entrepreneurship Process in Austin, Texas, (3) Comparative Profiles-Entrepreneurs Versus the Hired Executive: San Francisco Peninsula Semiconductor Industry, (4) The Process of Technical Company Formation in a Local Area, (5) Research Parks and Regional Development, (6) Incubator Organizations and Technical Entrepreneurship, (7) Influences Upon Performance of New Technical Enterprises, (8) The Role of Marketing in Technical Entrepreneurship, (9) Role of the Financial Community in the Formation, Growth and Effectiveness of Technical Companies: The Attitude of Commercial Loan Officers, (10) Two Approaches to University Stimulation of Entrepreneurships, (11) Graduate Student Views of Entrepreneurship and Courses on Entrepreneurship, and (12) A Preliminary Study of the Personal Values of High Technology Entrepreneurs. (Author/SN)

ED 079 484 VT 020 397

Hours, Wages and Related Payments in the Ontario Construction Industry, 1973. Part I.

Ontario Dept. of Labour, Toronto. Research Branch.

Pub Date Feb 73

Note—219p.; Fourth Annual Edition

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Collective Bargaining, *Construction Industry, Industrial Relations, Labor Conditions, *Labor Demands, Labor Economics, Labor Force, Occupational Surveys, Statistical Data, *Wages, *Working Hours

Identifiers—Ontario

This is the first part of a study directed at supplying information about labor relations in the construction industry in Ontario. Presented in tables by occupations are data pertaining to: (1) straight time hourly wage rates, (2) employee payments for vacations and other fringe benefits, (3) daily and weekly hours paid at straight time rates, (4) daily, weekend, and holiday overtime rates, (5) shift premiums, (6) paid work breaks, and (7) guaranteed payments to employees. Analyses of 239 agreements supplied the data for this report. The data and the tables used to present them are explained in an introduction. Appendices contain a list of the specific agreements and regional maps depicting the areas involved. (SN)

ED 079 485 VT 020 402

Heilman, Cas F. And Others

Careers Oriented Relevant Education (C.O.R.E.). Final Report.

Oregon State Univ., Corvallis. Div. of Vocational, Adult, and Community Coll. Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0214

Pub Date Aug 72

Grant—OEG-0-9-470214-522(085)

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, Community Involvement, *Curriculum Development, Elementary Grades, *Occupational Information, Post Secondary Education, *Program Planning, Projects, *Relevance (Education), Secondary Grades, Vocational Counseling

Identifiers—*Career Oriented Relevant Education, CORE, Oregon

Summarized are the components and outcomes of a career education project begun in Oregon in June of 1969. One of the first comprehensive programs in the field, the Careers Oriented Relevant Education program had as its objectives to: (1) plan a program for the public schools based on life career roles, (2) establish effective communication between the educational institutions and the community, (3) provide an experimental program involving a project region, (4) provide inservice and preservice teacher education to assist teachers in becoming careers oriented in their teaching approach, and (5) develop curriculum materials and resources based on the careers approach which could be used to establish other programs. A "four-I" configuration of interests, information, involvement, and implementation was followed in developing, planning, and operating the project. Components included the process dimension, whose concern was modifying the existing curriculum to fit career education objectives, and the planning dimension, concerned with developing a system of participatory management. The staffs of four junior high schools were involved in the project as were top level school administrators, parents, students, and persons from the business and industrial community. Seven appendixes containing additional information supplement the text. (SN)

ED 079 486 VT 020 407

Kayser, Bernard

Cyclically-Determined Homeward Flows of Migrant Workers and the Effects of Emigration.

Organisation for Economic Cooperation and Development, Paris (France).

Report No—OEC-82-72-02-1

Pub Date 72

Note—56p.

Available from—OEC Publication Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Business Cycles, *Economic Research, *Foreign Countries, Labor Force, Labor Supply, *Migrant Workers, *Migration Patterns

Identifiers—*Europe

This study of the effects of emigrant labor in Europe is focused on the statistics of the homeward flows of migrant labor. The 1966-67 economic recession led to a steep decline in the employment of foreigners and a corresponding increase in the number of returnees home. Cyclical-determined homeward flows were substantial and numerous and therefore very different from normal or habitual returns. Italian emigration is one of the largest constant proportions of emigration and repatriation and in most cases the returns followed a short period of work abroad. The successful emigrants in any country are the active, enterprising, and more physically fit for hard work. The effects of cyclically-determined returns to homelands, even when they involved tens of thousands of workers, proved to be little different, in the final analysis, from the regular and normal flows, taking the form of prolonged holidays at home. (MU)

ED 079 487 VT 020 413

Pinson, Nancy M.

The Maryland Career Development Project (K-Adult): Career Exploration Workshops (Junior High). Second Progress Report.

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 71

Grant—OEG-0-71-5186(361)

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, Junior High Schools, Program Development, *Program Planning, *Secondary School Counselors, *Secondary School Teachers, *Summer Workshops, Teacher Attitudes, *Vocational Development

Identifiers—*Career Exploration, Maryland

Several career exploration workshops for nine teams of junior high school teachers, counselors, and administrators were held to: (1) provide an opportunity to learn about and develop skills applicable to the career exploration process, (2) assist the teams in the creation of career exploration program plans for their own schools, and (3) supervise plan implementation which might result in model implications for career exploration programs throughout the state. During the first two weeks, the teams were exposed to group experiences in six discipline areas, which were designed to demonstrate techniques suitable for use in the school setting, while the final weeks were devoted to extended periods of team planning and writing. Results from administration of a pre- and post-evaluation instrument directed toward attitudes and professional concerns revealed that: (1) Home economics teachers were the most similar in perception to the test builder and/or more receptive to attitude change, (2) The counselor group maintained high key selection behavior but showed less change in post response than did mathematics teachers and teachers of other content areas, and (3) All groups re-ordered their professional concerns between pre- and post-tests. Workshop evaluation by the participants revealed a wide variance within the five discipline areas, with industrial arts teachers showing the least disparity within their group. (SB)

ED 079 488 VT 020 414

A Guide to Joint Vocational Rehabilitation and Disability Determination Unit In-Service Training.

Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Report No—SRS-RSA-168-71

Pub Date May 69

Note—75p.; Prepared by the Annual Institute on Rehabilitation Services (7th, Lincoln, Neb., May 19-21, 1969)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Evaluation Techniques, Guidelines, *Inservice Programs, *Interagency Cooperation, Interagency Coordination, *Physically Handicapped, Program Content, Program Development, Program Evaluation, *Program Guides, State Agencies, Trainees, Trainers, Training Objectives, Training Techniques, *Vocational Rehabilitation

This guide was prepared during a 3-day institute to assist those involved in the initiation and continuance of joint in-service training between state Vocational Rehabilitation agencies and Disability Determination Units. The guide is organized around the major considerations in any training program, including: (1) content, which identifies the major areas of concern to which joint vocational rehabilitation-disability determination (VR-DD) training would apply, (2) planning, which identifies who should be trained, who should do the training, and when it should be done, (3) methods, which suggest ways to accomplish training objectives, and (4) evaluation, which gives guidelines for establishing evaluation procedures for joint VR-DD training programs. Several sample training materials are appended. (SB)

ED 079 489 VT 020 464

Projecting Labor Requirements for Transportation-Related Construction. Final Report.

Washington Technical Inst., Washington, D.C. Center for Urban Services.

Spons Agency—Department of Transportation, Washington, D.C.

Report No—DOT-OS-10206

Pub Date Jun 72

Note—114p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 214 389)

Document Not Available from EDRS.

Descriptors—Airports, *Construction Industry, Educational Needs, *Employment Projections, Employment Statistics, Equal Opportunities (Jobs), *Labor Market, *Manpower Needs, Manpower Utilization, Metropolitan Areas, Minority Groups, Road Construction, Semiskilled Workers, Skilled Workers, *Transportation

Identifiers—District of Columbia, Mass Transit

This report examines the urban transportation planning process and its labor market impact, including projections of opportunities for minority participation in construction, operation, and maintenance of a transportation system and forecasts of training needed in critical occupations. It was found that transportation-related construction may be independent of trends in other types of construction. Data for labor usage factors and occupational patterns are difficult to determine on a metropolitan area basis and may be most adequately developed from representative construction project payrolls. The report presents a review of literature on manpower projections, discusses labor requirements in transportation planning for federal-aid highway construction and for urban mass transit construction and airport improvement in the Washington metropolitan area, and outlines plans for developing projection methods. Appended are data on population projections, construction employment, and occupational classification and patterns. (MF)

ED 079 490 VT 020 479

Steward, Charles T., Jr. *Siddayao, Corazon M.*

Increasing The Supply of Medical Personnel: Needs and Alternatives. Evaluative Studies Series.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date 73

Note—86p.

Available from—American Enterprise Institute for Public Policy Research, 1150 17th St., N.W., Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Federal Aid, Federal Legislation, Geographic Distribution, *Health Personnel, Labor Supply, *Manpower Needs, *Manpower Utilization, *Physicians, Productivity

This paper considers medical personnel shortages, especially the shortage of physicians, and the different ways to alleviate these shortages. Chapter I gives a brief history (1963-1972) of legislation intended to increase medical manpower supply and Chapter II discusses the causes of the shortage, analyzing the elements affecting demand for medical care in recent years and the elements affecting supply. Chapter III analyzes the possible need for Federal subsidies, pointing out the short-term nature of the problem and the long-term effects of Federal solutions. It also discusses the maldistribution in the supply of medical manpower by geographical area and among specialties. Ways of increasing the productivity of present supply through more efficient utilization are outlined in Chapter IV, while Chapter V questions the priority placed on manpower supply in the struggle to upgrade the level of national health and suggests alternative courses of action. (Author/SB)

ED 079 491 VT 020 504

Koch, James V.

The Distribution and Effects of Vocational and Technical Education Funding in Illinois in Fiscal Year 1972.

Mid State Educational Consultants, Normal, Ill.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date May 73

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cost Effectiveness, Educational Needs, Financial Needs, *Methods Research, Program Budgeting, Program Effectiveness, *Resource Allocations, *School District Spending, *State Aid, Technical Education, Vocational Education

Identifiers—*Illinois

The purpose of this study was to determine if the fiscal year 1972 funding of vocational and technical education by the Illinois Division of Vocational and Technical Education had changed from the inefficient funding patterns previously investigated for fiscal year 1971. The conclusions of the 1971 study were that the funding was not economically efficient and that it tended to place little emphasis on the needs variables such as assessed valuation, school dropouts rates, unemployment rates, aid to dependent children payments, and income levels. Further, the funding formula seemed to discriminate in favor of Chicago suburban schools with higher income levels and against schools in lower income districts throughout the State. The findings of the 1972 fiscal year study were that the funding formula was still economically inefficient in that, given a choice between two programs promising the same manpower benefits, it would fund the more expensive program thereby spending more money than needed. The 1972 funding patterns was slightly more attentive to need factors but still funded disproportionately those districts with high income levels. It was recommended that consideration be given to alternative funding methods such as performance contracting, discretionary contracting, the use of private proprietary schools, and funding on a regional or area basis. (MF)

ED 079 492 VT 020 506

Monts, Elizabeth A. *And Others*

Status Survey of Secondary School Home Economics Programs in the State of Wisconsin, 1972; Abstract of Status Survey.

Wisconsin Univ., Madison. Dept. of Home Economics Education and Extension.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 1 Feb 73

Note—97p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Attitudes, Educational Programs, High Schools, *Home Economics Education, Homemaking Education, Middle Schools, Occupational Home Economics, *Program Descriptions, *School Surveys, *Secondary Grades, *State Surveys

Identifiers—Wisconsin

A survey of the middle and senior high school home economics teachers and principals in Wisconsin was conducted to identify the present status of the home economics program which would serve as a basis for future program development and staff education. To obtain an accurate description of the home economics program, questionnaires were developed which sought information concerning the professional preparation and experiences of the teachers, the principal's views of the program, and the consumer and homemaking projects, occupational education projects, and programs for special learners. Findings from the survey revealed that: (1) The Wisconsin home economics program consists of 11 identifiable content areas, (2) Teachers tended to rely on commercial and non-commercial pamphlets and brochures, filmstrips, periodicals, films, and transparencies as main resources for the department, (3) The consumer concept whether taught as a separate unit or integrated was receiving attention at beginning, intermediate, and advanced course levels, (4) No specific home economics programs were identified as being specifically for economically disadvantaged students, and (5) According to the principals, the direction for home economics over the next three years should be in the areas of consumer education, career opportunities, and family living. A separately bound abstract of this project accompanies the full report. (SB)

ED 079 493 VT 020 514

Collins, M. Clagett *Bonnyman, G. Gordon*

Physician's Assistants and Nurse Associates: A Review.

Institute for the Study of Health and Society.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date Jan 71

Note—59p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Accreditation (Institutions), Certification, *Educational Programs, Federal Aid, *Guidelines, Health Personnel, Health Services, Manpower Development, *Manpower Utilization, Medical Services, National Organizations, *Nurses, Paramedical Occupations, *Physicians Assistants, Professional Associations

Identifiers—*Nurse Associates

The crisis in health care is one of the lack of delivery of health services to the consumer. This is, in part, secondary to the dearth and maldistribution of primary care physicians and the ineffective utilization of existing health manpower to deliver primary care. Physician's assistants and the expanded role of nurses in patient care as nurse associates are two answers to this dilemma. There are now over 82 programs at various stages of development which involve these manpower categories, with 70 percent of these programs designed to train primary care personnel. Five national professional organizations have established guidelines for the training of physician's assistants

or nurse associates, and efforts are under way on a national scale to standardize programs by accreditation and to certify graduates. The Federal expenditure for physicians assistant and nurse associate programs is large in relation to all categories of allied health personnel, and it is increasing. Several medical-legal problems are under study and are being resolved. There is much positive data about the acceptance of physician's assistants and nurse associates by physicians and patients and about the effect assistants and associates have on productivity of health systems and quality of health services. (Author)

ED 079 494 VT 020 536

Proceedings: Governor's Symposium on Vocational Education, Chicago, Illinois, May 4-5, 1972. Investing in People.

Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date May 72

Note—83p.

Available from—State of Illinois Advisory Council on Vocational Education, 222 South College, Springfield, IL 62706 (free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Education, *Conference Reports, Educational Policy, Educational Programs, Futures (of Society), Job Training, Labor Market, *Manpower Development, Policy Formation, School Role, Speeches, *Statewide Planning, *Symposia, Unemployment, *Vocational Education

Identifiers—*Illinois

A 2-day sumposium, attended by Illinois businessmen, labor leaders, educators, and government personnel, was held to: (1) define the major problems and opportunities that will challenge the State over the next 10 to 15 years, (2) clarify the State's purposes and objectives that must direct the meeting of the challenges, and (3) develop a framework of concepts and principles on which policies and decisions can be soundly based. Some of the issues discussed in the major presentations included: (1) the prediction and control of the occupational structure and training and shaping the work force to match that structure, (2) the rapidly changing job market, (3) the impact of vocational education and job training on the problems of unemployment, (4) the changing work ethic, and (5) the image and role of vocational education. Texts of the major presentations and interviews with the participants are included in this publication. (SB)

ED 079 495 VT 020 538

McAlister, Bernard Milton

Curriculum Selection and Success of Tenth Grade Girls as Related to Selected Ninth Grade Characteristics.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No—VDS-Monogr-9

Pub Date Mar 73

Note—113p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Education, Career Choice, Grade 9, Grade 10, High School Curriculum, *Individual Characteristics, Longitudinal Studies, *Predictor Variables, Relevance (Education), Secondary Grades, Selection, *Success Factors, *Vocational Development, *Vocational Education

Identifiers—Pennsylvania, Vocational Development Study, Vocational Maturity

A replication of a previous study, this research was concerned with determining those characteristics of ninth grade girls which are predictive of high school curriculum selection and of success in a chosen curriculum. Composing the sample for this part of the longitudinal study were 362 girls enrolled in one of Altoona Senior High School's five curriculums. Data were collected when the students were enrolled in the ninth grade and again at the end of the tenth grade. Nine ability measures and seven occupational values which were selected by Kapes in a study carried out as an earlier part of the longitudinal were used as the variables in this study. Verbal and numerical aptitudes, attitudes toward salary, vocational maturity, and father's education were found to be significant predictors of grade point averages in the academic curriculum while verbal and numerical aptitudes, interest and satisfaction, and vocational maturity were predictors of the vocational grade point average. A review of related literature focused on career development theory as well as on the previous eight studies in this ongoing research, the Vocational Development Study, a 10-year project from three Pennsylvania school systems. (SN)

ED 079 496 VT 020 540

Craig, John And Others

Outreach and Occupational Education in Colorado. A Study Conducted for the Colorado Commission on Higher Education by the Academy for Educational Development.

Academy for Educational Development, Inc., Palo Alto, Calif. Western Region.

Spons Agency—Colorado Commission on Higher Education, Denver.; Four Corners Regional Commission, Farmington, N. Mex.

Report No—FCRC-TA-221-200-024

Pub Date Sep 72

Note—130p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-73-10374, MF $1.45, See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Adult Education, Community Colleges, Correctional Education, Correspondence Study, Educational Needs, *Extension Education, External Degree Programs, *Post Secondary Education, Program Evaluation, State Federal Aid, State Surveys, *Statewide Planning, *Vocational Education

Identifiers—*Colorado

The term "outreach" was chosen to describe the array of efforts to provide educational opportunities to those not now well served or not served at all by the post-secondary system. Some of these, such as extension and correspondence, are well-tested approaches. Many fall into the category of non-traditional schemes as external degree programs, universities without walls, and others yet unlabeled. The study was set up to determine how well the post-secondary and occupational education needs of the people of Colorado were being serviced by existing programs and how these services could be improved. Problems confronting institutions offering outreach and occupational programs are: (1) short-range procedures for coordination of off-campus programs during the immediate future, beginning with the 1972-73 academic year, and (2) long-range policies to serve needs over a span of a decade or more. In assessing outreach programs and opportunities the study examined the extent and potential of various non-traditional programs, with extension being the major existing form in Colorado. Recommendations for program structures, staffing, and other needs are presented along with results of interviews and surveys and tabular data on extension enrollments. (MF)

ED 079 497 VT 020 568

Smith, Brandon B. Moss, Jerome, Jr.

Developing a State System of Managed Research and Development Activities in Vocational Education.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date Feb 72

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Educational Development, Educational Problems, *Educational Research, *Interest Research, Practical Arts, *Research Coordinating Units, *Research Problems, State Programs, *State Surveys, Vocational Education

Identifiers—*Minnesota

This report presents three studies which investigated the two major problem areas in developing a State system of managed research in vocational education: (1) identifying persons who are interested in and competent to conduct research and development activities, and (2) identifying and placing in priority order the significant problems in the field of vocational education. Approximately 5,000 persons in Minnesota who had some professional responsibility for vocational and practical arts education were surveyed as potential resource personnel. Findings indicated that 894 persons of various competency levels were interested in ongoing in research activities. The other two studies were designed to identify research priorities in Minnesota through two statewide surveys. The first attempted to classify and rank order problem areas. The second was conducted one year later to determine whether various groups of practitioners differed with respect to their research priorities. It was found that respondents classified by educational employment and responsibility did not differ significantly but that those interested in research did have different priorities than persons without previous expressed research interests. It was concluded that a composite list of research priorities based on a large number of practitioner responses may be developed for a State. (MF)

ED 079 498 VT 020 570

Thomas, Hollie B. And Others

Renewal of Currently Employed Teachers as Teachers of Applied Biological and Agricultural Occupations. Final Report.

Illinois Univ., Urbana. Div. of Agricultural Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield.

Pub Date Jun 73

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Needs, Improvement Programs, *Inservice Programs, *Off Farm Agricultural Occupations, Projects, Science Institutes, *Science Teachers, Teacher Attitudes, *Teacher Workshops, Urban Areas

Identifiers—*Chicago Public Schools, Illinois

A workshop of interested science teachers from the metropolitan area of Illinois sought to increase their awareness of the career opportunities for their students in the biological and agricultural occupations that exist locally. The main purpose of the project was to establish programs in the metropolitan areas designed to match the interests of students with the needs of business/industry in these occupational fields. Employed methodological procedures included: (1) designing and conducting appropriate workshops, (2) evaluating their effectiveness, and (3) recruiting participants. Some 62 teachers from secondary schools in Chicago were involved in the eleven 3-hour sessions. Participant proposals and questionnaire responses provided the evaluation data from which findings and conclusions were generated. Most of the participants indicated they would be initiating new programs or including some aspect of applied biological occupations in their existing programs and expressed a need to acquire appropriate occupational technical knowledge and skills. (Author/SN)

ED 079 499 VT 020 571

National Transportation Study 1974. Manual 1: General Information.

Department of Transportation, Washington, D.C.

Report No—OMB-04-S-72004

Pub Date May 72

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Airports, Bus Transportation, Financial Support, *Manuals, *National Programs, Parking Facilities, Program Costs, Program Planning, Rail Transportation, Road Construction, Service Vehicles, *Transportation, Vehicular Traffic

Identifiers—*National Transportation Study

This manual is the first of two to be developed by the Department of Transportation to assist in conducting the 1974 National Transportation Study. This second in the series of biennial studies has been designed to build upon the data base and organizational framework established for the 1972 National Transportation Study as well as to develop information and analysis for both the National Airport System Plan and the National Highway Needs Study. In addition, the study has been designed to address critical transportation issues regarding all modes of transportation. The purpose of the 1974 study is to report the state of the nation's transportation system both current and as projected in the future and to recommend programs and policies for improvement. This manual provides general information to State and local government participants regarding the study. Part A describes the information requests to be made of the States and Part B describes the work program requested of each State for completing the 1974 study. A subsequent study will contain more detailed information and coding forms. (Author/MF)

ED 079 500 VT 020 573
Fulmer, John L., Ed.
Proceedings of Conference on Maximizing Productivity Improvement of Hourly Workers.
Georgia Inst. of Tech., Atlanta. Industrial Management Center.
Spons Agency—Georgia Univ., Athens. Employee Relations Inst.
Pub Date Dec 71
Note—180p.; Conference held at Georgia Institute of Technology (Atlanta, Ga., June 15-16, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conference Reports, *Human Relations, Industrial Relations, Job Satisfaction, *Labor Conditions, Labor Economics, Labor Force, Organizational Climate, *Participant Involvement, *Productivity
Identifiers—*Hourly Workers
This document summarizes the proceedings of a 2-day labor productivity conference held in Georgia during the summer of 1971. Detailed records and discussions of all presentations given are included as are conclusive findings of conference participants. Some of the major findings agreed upon in terms of productivity and its relationship to workers are that workers are more productive if they are: (1) kept informed, (2) allowed to help set goals, (3) provided with experiences which help to bolster their self-esteem, and (4) have access to company counseling. Given these conditions, workers, in effect, receive first priority in management's planning operations, and reciprocate by giving, in turn, first consideration in their thinking, to the company and its needs. (Author/SN)

ED 079 501 VT 020 574
Milliken, Mary Elizabeth
Conference on Career Development and Program Articulation in Health. Final Report.
Georgia Univ., Athens. Div. of Vocational Education.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Pub Date [72]
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Articulation (Program), *Career Ladders, Conferences, *Curriculum Development, *Health Occupations Education, Inservice Teacher Education, Program Evaluation, Sequential Programs, Vocational Development
This document is a summary report of a 3-day conference held in November 1972 by the Health Occupations Teacher Education Program within the Division of Vocational Education of the University of Georgia. The conference focused on an emerging issue in health occupations education, articulation of programs. Basic problems in the health field are job nomenclature and competence specification, manpower planning, and educational planning to provide qualified personnel at all levels. Participants in the conference were leaders in allied health occupations and faculty and staff from four health specialties: dental auxiliaries, clinical laboratory, patient care, and respiratory therapy. The document includes a summary of the group sessions reports and participants' evaluation of the conference. The evaluation forms, conference participants and consultants, daily agenda, and supportive materials are appended. It was recommended that a series of workshops be held on curriculum modifications and that a center be established for the collection and dissemination of materials related to a sequential curriculum in allied health occupations. The conference proceedings and presentations will be issued separately. (MF)

ED 079 502 VT 020 578
Study of Employment of Women in the Federal Government 1971.
Civil Service Commission, Washington, D.C. Manpower Statistics Div.
Report No—SM-62-07
Pub Date 73
Note—177p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0600-00685; Price $2.35, domestic postpaid)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Federal Government, *Government Employees, *Manpower Utilization, National Surveys, *Statistical Data, Tables (Data), *Working Women
This study presents statistical information gained from a survey of women employed full-time in Federal civilian collar employment as of October 31, 1971 in the Washington, D.C., metropolitan area, the 50 states and the territories of the U.S., and foreign countries. Excluded from the survey are members and employees of the Congress, employees of the Central Intelligence Agency, and the National Security Agency, and noncitizens outside the U.S. Comparisons of the 1971 data with data from the 1970 survey revealed that: (1) The number of women in better paying jobs in the Federal Government increased significantly between October 1970 and October 1971, (2) Gains for women were reported at nearly every grade level above GS-4 of the general schedule or equivalent rates, with women accounting for over half (50.3 percent) of the total net increase in jobs at the GS-7 through GS-12 levels, and (3) Occupational groups in which women made the greatest gains were occupations associated with medical and health service, business and industry, education, and social science, psychology, and welfare. Data are presented by agency and geographic area, by general schedule and equivalent grades, and occupational group. Data pertaining to full-time white-collar employment in the postal service are appended. (SB)

ED 079 503 VT 020 604
Christison, Chester Earl
Elements of American Industry Taught in Elementary Schools.
Pub Date 73
Note—223p.; Ed.D. Dissertation, University of Northern Colorado, Greeley
Available from—University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, MI 48106 (MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Curriculum Research, Doctoral Theses, *Elementary School Curriculum, *Environmental Education, *Industry, Instructional Programs, Technology
Identifiers—*Colorado
This study was designed to determine both what the Fresno County sixth grade elementary students, social studies teachers, and general elementary teachers knew about American industry and environmental concepts and the differences in knowledge between these groups. Questionnaire responses from a sample of 1,089 elementary students, 43 social studies teachers, and 2 general elementary teachers provided the data for the investigation. Conclusions resulting from findings include: (1) Neither the students nor the social studies teachers have an acceptable knowledge of industry nor related environmental concepts, and (2) Both the students and teachers have sufficient need for concepts of industry and environmental concepts to merit their inclusion in the curriculum. (Author/SN)

ED 079 504 VT 020 606
Searcy, Ellen
Work Experience as Preparation for Adulthood: A Review of Federal Job Training, Vocational, and Career Education Programs, An Analysis of Current Research, and Recommendations for Future Research.
George Washington Univ., Washington, D.C. Social Research Group.
Spons Agency—Interagency Panel for Research and Development on Adolescence, Washington, D.C.
Pub Date May 73
Note—182p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adolescents, *Federal Programs, Individual Development, Program Effectiveness, *Research Needs, *Research Reviews (Publications), *Work Experience Programs
A review and analysis was made of Federal work experience programs to provide the Interagency Panel for Research and Development on Adolescence with information on: (1) the effect of work experience on adolescent development, (2) the kinds of learning that occur outside the traditional classroom setting, (3) whether or not experiential learning in real life situations leads to the development of personality traits and social skills that are useful for success in life as well as success on the job, and (4) areas in need of research. Contained in this report are brief summaries of Federal programs that provide different kinds of work experience in two basic settings (school-based and non-school based environments) and a review of research found to be most frequently funded by agencies in the area of work. Some research areas identified as a result of the review and analysis include: (1) studying local and national job needs and developing a job creation strategy to meet these needs, (2) determining the effects and efficiency of changing some of the present legislation which restrict the employment of youth under age 18, (3) developing appropriate models for communication and cooperation between schools, employers, unions, and community agencies, and (4) developing effective techniques for career guidance counselors. (SB)

ED 079 505 VT 020 607
Elkin, Randyl D.
Negative Effects and Occupational Upgrading in a Collective Bargaining Environment.
Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.
Report No—WP-73-03
Pub Date 73
Note—32p.; Paper prepared for the Symposium on Labor and Manpower (Iowa Academy of Science, Grinnell, April 27, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Collective Bargaining, Economic Research, Educational Programs, Employees, *Improvement Programs, Industry, Labor Market, *Labor Unions, *Manpower Development, *Models, Policy Formation, Research Needs, Union Members, *Work Environment
Identifiers—*Occupational Upgrading
Manpower training and upgrading programs have negative secondary effects upon regular employees. A review of the literature and empirical research on these negative effects indicated that no model has yet been devised and tested to measure these negative effects. This paper suggests a preliminary model for the evaluation of the disruptive effects of occupational upgrading programs on occupational mobility patterns in a trade union environment. From the proposed model, it was hypothesized that initiation, implementation, and successful administration of occupational upgrading systems: (1) are facilitated by a nonunion environment, (2) require a negotiated approach in a union environment, (3) are better received by a union in both rapidly expanding and rapidly declining industries, (4) are not affected by the vertical and horizontal dimensions of the mobility clusters in the internal labor market but rather by the size regardless of distribution, and (5) require application to all workers in a union environment, not just selected groups. A simple empirical testing of several of the hypotheses proved inconclusive, but results from earlier studies and past experiences are used to suggest policies, policy perspectives, and avenues for further research. (Author/SB)

ED 079 506 VT 020 609
Ottina, John R.
Career Education: Alive and Well.
Office of Education (DHEW), Washington, D.C.
Pub Date 1 Feb 73
Note—13p.; Paper presented at the National Conference on Career Education: Implications for Minorities (Washington, D.C., February 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Curriculum Planning, *Educational Needs, *Educational Opportunities, Instructional Programs, Minority Groups, Occupational Clusters, Pilot Projects, *Relevance (Education), Speeches
We cannot afford to continue letting 2.5 million young people leave formal education each year without a marketable skill or a career goal. Career education will take time and money, talent and commitment. While the Federal government can provide seed money for innovation and reform, the real thrust and the real money to implement career education must come from State and local commitment and resources. Education's success or failure in making career education an integral and worthwhile part of the learning process is some years away. The true test will come when the 62 million students in our elementary and secondary schools complete their formal education and start looking for jobs. By the end of the 1970's only one-fifth of the jobs will require a 4-year college degree. But most of these jobs will require training beyond high school. Blue collar jobs as we have known them are fast disappearing. Expanded instructional pro-

grams for career clusters are now being developed. More than 750,000 children are now participating in more than 100 career education pilot projects. Many State and local school districts are funding career education projects on their own initiatives. So it is clear that career education is indeed alive and well, both in the Office of Education and in the State and local communities. A related document is available as ED 073 307. (Author/MF)

ED 079 507 VT 020 621
Foreman, Ronald L.
Relationship of an Early Placement Program to the Transition from School to Full-Time Employment.
Pub Date 73
Note—132p.; Ph.D. Dissertation, Ohio State University, Columbus
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, MI 48103 (MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Educational Research, *Job Placement, *Self Esteem, *Vocational Adjustment, *Vocational Education, *Work Attitudes, Work Experience

To evaluate the relationship of an early placement program to the initial transition from school to full-time employment and to determine whether actual work experience as part of the high school curriculum affects attitudes toward work and/or self-esteem, 100 senior students received a 6-9 week early placement as part of their vocational curriculum, while 100 senior students received the conventional laboratory program. Data were gathered from school records and through a self-esteem inventory and student-employer questionnaires. Data analysis revealed positive relationships among attendance, punctuality, safety, and adherence to employer regulations and the ability to adjust in initial employment. A positive relationship also existed among desire to advance, employer opinion of advancement potential, and promotions offered and accepted and the ability to adjust in initial employment. Students of the early placement program were offered and accepted more opportunities for advancement. Students of the comparison group tended to have a greater desire for advancement. No significant differences existed between the early placement group and students in the conventional vocational programs relative to self-esteem or work attitudes. (Author/SB)

ED 079 508 VT 020 625
Rutstein, Jacob J. Schick, Richard P.
Manpower Planning Strategies for Emergency Public Employment. Final Report.
National Civil Service League, Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date Mar 72
Note—316p.
Available from—National Technical Information Service, Springfield, VA 22151 (PB 213 686, MF $1.45, HC $6.00)
Document Not Available from EDRS.
Descriptors—Employment Opportunities, *Employment Programs, *Employment Qualifications, Field Studies, Government Employees, *Government Role, *Job Development, *Manpower Development, Manpower Needs, Program Planning, Public Service Occupations, Underemployed, Unemployed
Identifiers—Chicago, Connecticut, *Emergency Employment Act

This report presents a plan indicating how State and local governments might hire the unemployed and the underemployed for government jobs under the provisions of laws such as the Emergency Employment Act. Two major jurisdictions were selected for the field study, the city of Chicago and the State of Connecticut, to represent a broad spectrum of the labor and job markets. The report discusses planning program and personnel needs, survey procedures, and organizational arrangements needed for an emergency public employment program. Problems to be overcome include: (1) changing civil service requirements that act as barriers to emergency public employment, (2) restructuring jobs so that the low-skilled can perform them, and (3) providing career development opportunities for emergency public employees so that they can move to permanent jobs in private industry or in government. The report suggests in general terms a broad range of alternatives for State and local governments to follow to employ the unemployed and underemployed for work that would otherwise remain undone. (MF)

ED 079 509 VT 020 641
Ristau, Robert A.
An Evaluation of the Educational Telephone Network (ETN) as an Instructional Delivery System for a Graduate Course in Career Education.
Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Report No—CSVTE-73-2
Pub Date 1 Mar 73
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Chief Administrators, Course Evaluation, Educational Facilities, *Extension Education, *Facility Utilization Research, *Graduate Study, Instructional Media, Secondary School Counselors, Secondary School Teachers, *University Extension
Identifiers—*Educational Telephone Network, ETN, Wisconsin

This report describes a program of extension classes which enrolled 164 teachers, administrators, and counselors from Wisconsin schools for a University of Wisconsin graduate extension course. Professional advancement and assistance in developing career educational programs were the primary objectives of most of the enrollees. During the fall semester the course was taught using the Educational Telephone Network (ETN) statewide facilities with interface sessions which brought several local ETN groups together for the ETN class presentation and discussion throughout the semester. In rating the course, nearly half the students evaluated it as equal to or better than the traditionally taught extension courses. The quality of work the students accomplished appeared to be excellent and objective examinations indicated a good overall level of achievement. The career education opinionnaire, administered twice to all enrollees, indicated significant favorable shifts of attitudes toward, and knowledge of career education as well as better understanding of their roles in its programs. Recommendations based on these data were made that the ETN facilities be used throughout the State and be improved qualitatively and quantitatively for that purpose, and that local group leaders be provided with special training to enhance their effectiveness. (Author/MU)

ED 079 510 VT 020 664
Schultz, T. Paul
Long Term Change in Personal Income Distribution: Theoretical Approaches, Evidence and Explanations.
Rand Corp., Santa Monica, Calif.
Report No—P-4767
Pub Date Jan 72
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Statistics, *Economic Research, *Human Capital, *Income, Individual Differences, *Inequalities, Labor Market, Labor Supply, Mathematical Models, Racial Discrimination, Sex Discrimination, *Trend Analysis

The paper discusses various models and theories of personal income distribution inequality. The first section presents the logic for adopting one conceptual and statistical approach in measuring and analyzing income inequality and the second presents empirical evidence on income inequality from 1939 to 1970. A brief survey of the human capital literature and a resume of long-term trends in personal income distribution round out the paper. Although cyclical behavior of income inequality has been linked to aggregate indices of demand, economic explanations of this change are unsatisfactory. The most promising theoretical start is the human capital earnings distribution model, but it does not cope adequately with the complexity of the process underlying observed time allocation and annual income inequality. A reappraisal of our progress toward equalizing economic opportunities may be warranted. Variation in annual earnings inequality arises from the interaction of supply and demand factors that affect both the personal allocation of time to market activity and wage rates as influenced by life cycle human capital investments. An integrated explanation of this process does not now exist, although the conceptual and econometric framework for it is beginning to emerge. (MF)

ED 079 511 VT 020 665
Employees in Nursing Homes: United States, April-September 1968. Data from the National Health Survey, Series 12, Number 15.
National Center for Health Statistics (DHEW), Rockville, Md.
Report No—DHEW-HSM-73-1700
Pub Date Oct 72
Note—65p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Health Personnel, Health Services, *Manpower Utilization, Medical Services, National Surveys, Nurses, Nurses Aides, *Nursing Homes, *Occupational Surveys, Practical Nurses, Professional Personnel, Subprofessionals, Tables (Data)

This report presents data on the number of employees in nursing homes, which was collected through a survey of 19,533 nursing homes operating in the U.S. in 1968. Data on total employees in twelve job categories are presented according to service, ownership, size, and location of the nursing home. Availability and quality of care in the nursing homes were assessed by examining: (1) the ratio of full-time equivalent employees per 100 residents, (2) the ratio of full-time equivalent nurses per 100 residents, and (3) the skill level of the charge nurse on duty for each shift. The survey revealed that 553,879 persons were employed in 1968 and that 75 percent were employed full time. For every 10 employees, six were members of the nursing staff, three were members of the nonprofessional staff, and one was a member of the other professional and technical staff. An average of 68 employees provided services for every 100 residents. Other findings indicated that: (1) The nursing staff comprised the largest portion of employees, (2) As the level of education and training of the nursing staff increased from nurse's aide to licensed practical nurse to registered nurse, the percent of each group employed decreased, and (3) As the level of service increased, the percent of nursing staff increased while the percent of nonprofessional staff decreased. Tables detailing the results of the survey and the survey instrument are appended. (Author/SB)

ED 079 512 VT 020 666
Jastram, Virginia Clapp And Others
Work Experience Education: A Handbook for California Secondary Schools.
California State Dept. of Education, Sacramento.
Pub Date 72
Note—169p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrator Guides, Annotated Bibliographies, Federal Legislation, *Interagency Cooperation, *Program Administration, Program Development, *Program Planning, School Industry Relationship, Secondary Grades, State Legislation, *Work Experience Programs
Identifiers—California

Prepared by a statewide work experience advisory committee, this handbook is designed to supply administrators of work experience education programs with current, useful information needed to conduct effective work experience programs. Included in the handbook are: (1) a discussion of the nature, purpose, and history of work experience, (2) suggestions for developing a district plan and operating a work experience program, (3) a discussion of the importance of cooperation between counselors, coordinators, and vocational teachers and between business, industry, and schools, and (4) Federal and State laws and regulations which affect work experience education. Definitions of terms, laws and regulations, a directory of state agencies, several sample forms, and an annotated bibliography of research related to work experience education are appended. (SB)

ED 079 513 VT 020 667
Francis, Charles E.
The Relationship of Laboratory Performance Ratings, Information Achievement and Pencil-Paper Performance Test Scores in College-Level Electricity.
Pub Date May 73
Note—144p.; Ed.D. Dissertation, University of Missouri, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, MI 48103 (MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Educational Research, *Electricity, *Industrial Arts, Laboratory Experiments, *Learning Laboratories, *Performance Tests, Task Performance, *Test Construction, Test Validity

In this study, a pencil paper performance test (PPPT) was developed and administered to an experimental group of 46 students and a control group of 48 students to determine: (1) the difference between laboratory performance and the successful completion of a laboratory course in electricity, (2) the relationship between laboratory performance as measured by the PPPT and the instructor's rating of observed laboratory performance, and (3) the relationship between laboratory performance as measured by the PPPT and achievement scores in electricity as measured by the instructor's final examination for the course. The experiment consisted of a post test only static-group comparison design, with the experimental factor consisting of exposure to information about electricity and laboratory work in electricity for a period of nine weeks. At the conclusion of the experiment, data analysis revealed that a significant difference in measured laboratory performance existed between the experimental and control groups. Data analysis for measured and rated laboratory performance and for laboratory performance and achievement revealed significant Spearman Rank Correlations. It was concluded that the successful completion of a laboratory course in electricity may be directly related to laboratory performance as measured by the PPPT. (Author/SB)

ED 079 514 VT 020 684
Pucel, David J.
The Minnesota Vocational Follow-Up System: Rationale and Methods.
Minnesota Univ., Minneapolis. Dept. of Trade and Industrial Education.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Pub Date Feb 73
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Vocational Schools, Followup Studies, Information Dissemination, *Information Systems, *Post Secondary Education, Program Descriptions, *Program Improvement, Technical Education, Vocational Education, *Vocational Followup
Identifiers—*Minnesota

The vocational follow-up system described in this publication was developed as an outgrowth of Project MINI-SCORE and is designed to gather information useful in decision-making concerning the improvement of the post-high school full-time day programs offered in the Area Vocational-Technical Institutes of Minnesota. The data-gathering instruments, which were developed and perfected with the assistance of representatives of the Area Vocational-Technical Institutes and the Department of Education, provide student population information, program termination information, and student and employer follow-up information. This information is synthesized and reported to the State Department personnel and to the directors of the Minnesota Area Vocational-Technical Institutes. This report provides a description of the system, along with a more inclusive rationale for gathering information for vocational-technical education decision-making. (Author/SB)

ED 079 515 VT 020 685
Lofquist, Lloyd H. Dawis, Rene V.
Applications of the Theory of Work Adjustment to Rehabilitation and Counseling. Minnesota Studies in Vocational Rehabilitation: XXX.
Minnesota Univ., Minneapolis. Industrial Relations Center.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—Bull-58
Pub Date Jun 72
Note—87p.
Available from—Vocational Psychology Research, Dept. of Psychology, University of Minnesota, Minneapolis, Minnesota 55455
Document Not Available from EDRS.
Descriptors—*Behavior Theories, *Counseling, Employee Attitudes, Job Satisfaction, Measurement Instruments, Occupational Surveys, Research Projects, State Programs, *Vocational Adjustment, *Vocational Rehabilitation, *Work Attitudes
Identifiers—*Minnesota

This is one of a series of 30 monographs documenting the progress and accomplishments of the Minnesota Work Adjustment Project. Presented in this, the final report, is an overview of the project as well as detailed explanations of outcomes and activities. The conceptualized Work Adjustment Theory is the foremost accomplishment of the research effort while the study itself had as its objectives the prediction of work adjustment, and the understanding of the process of adjustment to work. An underlying assumption of the theory is the interaction between work personality and work environment as a way of conceptualizing the process by which an individual adjusts to work. Major project activities included: (1) the development and pilot testing of vocational assessment instruments, (2) the design and implementation of a 5-year followup survey, and (3) the development and pilot operation of a vocational assessment clinic. (Author/SN)

ED 079 516 VT 020 686
Talbot, Walter D. And Others
Utah Model for Career Guidance K-12.
Utah State Board of Education, Salt Lake City. Div. of Special Services.
Pub Date Sep 72
Note—149p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, *Career Education, Career Planning, Decision Making Skills, Educational Resources, Elementary Grades, *Models, *Occupational Guidance, Pilot Projects, *Program Development, Program Evaluation, Resource Guides, Secondary Grades, Self Concept, *Vocational Development
Identifiers—Career Awareness, Career Exploration, *Utah

A task force consisting of elementary and secondary educators and state board personnel has prepared a model to be used by pilot districts in the development and implementation of a comprehensive, articulated program of career guidance for Grades K-12. Designed as an integral part of the career education model for Utah, the career guidance model presents concepts and developmental objectives at sequential levels of learning (awareness, exploration, and adaption) for three major components: (1) Work and Leisure, (2) Self and Others, and (3) Planning and Placement. Through decision-making, these components are internalized by the individual, resulting in the formation of the emerging self and career identity. This publication constains a description and rationale for the model along with: (1) suggestions for presenting the model to school personnel through workshops, (2) a delineation of the 17 career development concepts and developmental objectives for the 17 concepts, (3) an example of concept expansion for Grades K-3, 4-6, 7-9, and 10-12, (4) instructions for writing behavioral objectives, and (5) suggestions for evaluating the program. Also included is a resource section which lists references for each of the 17 career development concepts, sources of occupational information and materials, and suggested equipment and furnishings. (SB)

ED 079 517 VT 020 690
Deforge, Y., Ed.
The Teaching of Technology. A Symposium.
Council of Europe, Strasbourg (France). Committee for General and Technical Education.
Report No—CCC-EGT-72-14
Pub Date 8 May 72
Note—123p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, Comparative Education, Curriculum, Educational Innovation, Educational Trends, Industrial Arts, *Middle Schools, Occupational Guidance, Practical Arts, *Secondary Education, Teaching Methods, *Technical Education, *Vocational Education
Identifiers—*Europe

This document presents four studies on the educational systems of the Federal Republic of Germany, France, Italy, and the United Kingdom, focusing on the teaching of technology in the lower secondary schools. Educational trends and brief summaries of education in other European countries are also outlined by the editor. Common trends indicated are: (1) raising of the school-leaving age to 14, 16, or even 18, (2) the appearance of a middle school, through which the majority of enrolled pupils of 12 to 15 or 16 years of age pass, and (3) introduction of experimental use of a new subject or a new method of teaching known as "technology." The editor's concluding remarks state: "An educational system which will not accept technology is an educational system which turns out cultural cripples....The training of teachers must be enlarged and space and equipment must be provided to include technology as a coherent element of an educational system." The Council of Europe's research over the past 10 years brought on awareness of the need to integrate technical training with general education. Although the terms "technology" and "technical education" are used in the document, its contents indicate that the innovation referred to represents the concept of career education. (MF)

ED 079 518 VT 020 692
Vircks, Marvin W.
Survey and Analysis of Barbering in Wisconsin. Final Report.
Milwaukee Area Technical Coll., Wisc.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date Mar 73
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Barbers, Career Ladders, Cosmetology, Educational Background, Educational Needs, Manpower Needs, Participant Characteristics, Questionnaires, Socioeconomic Status, *State Surveys, Statistical Data, Work Attitudes, Work Experience
Identifiers—*Wisconsin

A statewide survey of Wisconsin barbers was conducted to determine their status and opinions on a variety of topics relating to barbering so that action may be taken to improve the careers of present and future barbers. Questionnaires prepared for student, apprentice, journeyman, and master barbers and for barber shop owners were mailed to the 4,253 barbers in the State. The resulting data from 1,632 respondents (38.4 percent) were compiled and analyzed. Although the overall response rate was low, student barbers participation was 95.9 percent. It was found that Wisconsin barbers enjoy their work, although incomes are quite low. Many licensed barbers are employed in other fields of work. Almost one-third of the master barbers are more than 60 years of age. A desire for cosmetology training, in addition to barbering, was expressed by 83.5 percent of the respondents. Need for specialized training to update skills was strongly emphasized to improve barber status. It was recommended that efforts be made to reverse the declining trend of barbering, promote business, and train more barbers. Detailed responses are tabulated in the report and the 5 questionnaire forms used in the survey are appended. (MF)

ED 079 519 VT 020 693
Careers for Women in the 70's.
Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.
Pub Date 73
Note—16p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Catalog No. L36.102:C18, $.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers

(26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

ED 079 520 VT 020 704

Improving Employee Performance.

Civil Service Commission, Washington, D. C. Library.

Report No—Pers-Bib-Ser-45

Pub Date 72

Note—99p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 0600-0662; $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Employer Employee Relationship, Improvement, Incentive Systems, Industrial Relations, Job Satisfaction, Morale, *Motivation, Organizational Change, *Personnel Management, Personnel Policy, Productivity, Work Attitudes, *Work Environment

This publication in the Personnel Bibliography Series supplements two previous bibliographies on productivity, motivation, and incentive awards and on managing human behavior. It covers materials received in the Civil Service Commission's Library during 1970 and 1971. Categories for which annotated references are provided include individual-organizational relationships, organizational change and development, morale and job satisfaction, attitude surveys, motivation and productivity, job enlargement as a motivating device, creativity and innovative behavior, and using incentive awards. (MF)

ED 079 521 VT 020 705

Nelson, Richard And Others

A Consortium For Occupational Competency Testing of Trade and Industrial/Technical Teachers. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No—BR-8-0474

Pub Date Jun 73

Grant—OEG-2-9-100474-1044

Note—197p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Consortia, *National Competency Tests, National Programs, *Occupational Tests, *Performance Tests, *Teacher Evaluation, Test Construction, Testing Programs, Test Results, Trade and Industrial Teachers, *Vocational Education Teachers

Identifiers—Consortium of States, *National Occupational Competency Testing Institute

This report documents the work of the first national effort to design tests for the evaluation of the occupational competency of trade and industrial/technical teachers in 24 major occupational areas. Participating in the project were 717 specialists from industry, education, government, the military, and testing organizations. Tests were developed and administered to 2,010 selected candidates at 24 pilot area test centers established throughout the country. The project proved the feasibility of establishing a permanent National Occupational Competency Testing Institute to be located at Princeton, N.J. Through the Consortium of States, the network of area test centers will provide evaluative services essential to the selection of competent teachers and thus improve vocational education and manpower training programs. Phase I of the project resulted in the organization of a Consortium of States, the preparation of a handbook for developing occupational competency tests, and pilot testing of 24 areas. Phase II developed additional tests and set up scoring techniques and training programs. In Phase III more tests in additional occupational areas were developed, field testing was expanded, and the National Occupational Competency Institute was established. Recommendations for continuing programs and services are presented, and listings of project participants and materials used are appended. (MF)

ED 079 522 VT 020 706

Kay, Evelyn R., Comp.

Directory of Postsecondary Schools with Occupational Programs 1971: Public and Private.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Adult and Vocational Education Surveys Branch.

Report No—DHEW-OE-73-11410

Pub Date 73

Note—427p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (S/N 1780-01191, $3.50)

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Career Education, Community Colleges, Curriculum, *Directories, Junior Colleges, *Post Secondary Education, Private Schools, Public Schools, Technical Education, *Technical Institutes, *Vocational Education, *Vocational Schools

This directory is the first Office of Education publication that lists public and private schools offering occupational education at the post-secondary level. Data were provided by project coordinators for the 50 States, the District of Columbia, American Samoa, Guam, Puerto Rico, Trust Territory of the Pacific Islands, and the Virgin Islands. Institutions listed include public and private noncollegiate post-secondary schools. Two-year colleges and 4-year colleges and universities are also included if they offer occupational programs which lead to a certificate or degree at less than the baccalaureate level. Schools listed are classified as vocational, correspondence, trade, flight, business, cosmetology, hospital, and technical institutes, and colleges classified as business, junior/community, and 4-year. Listings are by state and city and include accreditation, eligibility for federal loans, and occupational programs. Criteria for listing in the directory, accrediting agencies and associations, and explanation of data are presented in the front matter. Appendixes include abbreviations used, copy of questionnaire form sent to obtain the data, and the State coordinators and contacts. Indexes by program and by school and institution are also provided. A companion directory of secondary schools is available as VT 020 364 in this issue. (MF)

ED 079 523 VT 020 709

Gillie, Angelo C., Sr. Basualdo, Eugenio

A Study of Changes in Occupational Ratings by Selected Associate Degree Graduates.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jun 73

Note—127p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Associate Degrees, Charts, *Followup Studies, *Graduates, *Occupations, Role Perception, Statistical Data, Tables (Data), *Technical Education, Vocational Education

To determine changes in the perceptions of associate degree students in regard to their chosen occupational programs both upon their entrance into the technology programs and at the time of their graduation, questionnaires were administered in September 1970 to the 99 male freshmen in the 2-year engineering technology program. In April, 1972, the same questionnaire was readministered to the 27 of the original class who were still in school. Perceptions held by students at the beginning of their study were: (1) They were preparing to become engineering technicians, (2) The most creative occupations were product design and science occupations, (3) Occupations providing the most tangible results were building contractor, physician, and lawyer, (4) Jobs seen as negative were bartending, plumbing, army officers of corporal rank, service stations attending, and police duty, and (5) The most structured jobs were either military or law enforcement oriented. Although the high non-program completion rate complicated the examination to some degree, it was clear that differences considered in this study were found to be insignificant for most of the 35 occupations studied. Many charts and tables depict the findings. (Author/SN)

ED 079 524 VT 020 715

Forgey, George W.

Survey Study of Selected Illinois Vocational Education Personnel: Qualifications, Needs, Trends, and Implications. Final Report.

Mid State Educational Consultants, Normal, Ill.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date Aug 72

Note—94p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Area Vocational Schools, Community Colleges, *Counselors, Educational Needs, Educational Trends, Employment Qualifications, Income, Junior Colleges, *School Surveys, Secondary Schools, Teacher Qualifications, Teaching Experience, *Vocational Directors, *Vocational Education Teachers, Work Experience

Identifiers—*Illinois

A survey was made of Illinois Vocational education personnel in six high schools, six area vocational centers, and three junior colleges to review the qualifications, needs, difficulties, and working conditions of vocational education personnel and to assess ways in which other educational agencies might assist in upgrading the qualifications of vocational education personnel in occupational programs. Data were collected using two questionnaires. One questionnaire, which was completed by each school's vocational education director, sought information about certification, length of tenure, teaching, counseling, administrative, and service responsibilities, while the second questionnaire, which was completed by teachers, counselors, and directors, yielded information on educational background, occupational experience, education and guidance courses, and needs and difficulties encountered in acquiring additional credit in occupational experience. Usable return from 339 of the 359 respondents revealed that (1) Traditional salary schedules were not constructed to reward productivity, (2) Occupational experience was viewed by administrators as being extremely important for an occupational teacher, (3) There was a trend for the high school to look to the area vocational center to assume much of the responsibility of providing occupational training, and (4) The vocational education personnel were mainly interested in vocational guidance, curriculum building, and technical courses. (SB)

ED 079 525 VT 020 718

Koch, James V. Elkin, Randyl D.

An Analysis of the Process, Intent, Distribution, and Effects of Priority Funding for Vocational and Technical Education in the State of Illinois.

Mid State Educational Consultants, Normal, Ill.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date Aug 72

Note—124p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Cost Effectiveness, Educational Economics, *Educational Finance, Financial Support, *Manpower Needs, *Resource Allocations, School Funds, *Vocational Education

Identifiers—*Illinois

This study was conducted to determine: (1) the stated criteria and priorities which the Illinois Vocational and Technical Education Division uses to determine the distribution of funds to districts, (2) how closely the actual distribution of funds match the stated criteria and priorities, (3) whether the actual distribution of funds reflect important observed characteristics such as unemployment rates and dropout rates, (4) whether certain types of districts are given disproportionate funding, (5) how the actual distribution of funds in Illinois compares to other states, and (6) whether alternative criteria and priorities for dispersal of funds would increase the cost-effectiveness of monies spent. Results of the study indicate courses with a low manpower priority will be curtailed or de-emphasized. The courses expanded by the State priorities are those with some manpower need and relatively high cost. The funding for high-cost courses will cause these courses to proliferate, and as they do, the funding available to lower costing, equal manpower need, and more efficient courses will decline. The course areas with high manpower need should be

expanded, with lower cost courses receiving the greater level of funding. Utilization of the alternative priorities would achieve the same goals as the state priorities at a considerably lower cost. (SB)

ED 079 526 VT 020 719

Pontynen, Burton Ahlstrom

An Evaluation of Noise Levels in College Welding Laboratories and Its Effect on Student Hearing.

Pub Date May 73

Note—106p.; Ed.D. Dissertation, Arizona State University, Tempe

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, MI 48103 (MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, *Audiometric Tests, Auditory Perception, *College Students, Control Groups, Doctoral Theses, *Environmental Influences, Experimental Groups, Hearing Conservation, Hearing Loss, School Shops, *Welding

The purpose of this study was to determine what noise levels existed at selected work stations in college welding laboratories while students were working and whether this noise exposure had any effect on the hearing acuity of students. Audiometric tests were administered to an experimental group of welding students in the noise of a welding laboratory and to a control group in the quieter environment of an art laboratory. It was found that the experimental group pretest and posttest scores showed a significant temporary threshold shift in hearing acuity of a mean 4.6 decibels at the frequency of 4000 hertz but that no significant permanent shift resulted from arc-welding noise for a limited period. However, with 37 percent of the work stations surveyed exposing students to sound-pressure levels up to 96 decibels and with the experimental group's temporary hearing loss experience, it was concluded that some school welding laboratories are exposing students to ambient noise conditions which are of definite concern. It was recommended that serious efforts be made to reduce noise exposure to students in school welding laboratories and that welding curriculums include instruction related to the hazards of excessive noise exposure and also to protective measures against it. The test reports and other study data are appended. (MF)

ED 079 527 VT 020 721

Koch, James V.

A Benefit-Cost Analysis of Vocational-Occupational Training at Selected Illinois Junior Colleges.

Mid State Educational Consultants, Normal, Ill.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date [72]

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Cost Effectiveness, Educational Economics, Investment, *Junior Colleges, *Post Secondary Education, Program Effectiveness, *Resource Allocations, School Funds, *Vocational Education

Identifiers—*Illinois

This benefit-cost analysis of occupational-vocational training offered at five selected junior colleges in Illinois compares the economic benefits of occupational-vocational training (primarily income) to the economic costs of such training. Both the view of the private individual and the view of society are taken. The results indicate that occupational-vocational training is: (1) a profitable investment for the typical student, given his or her usual alternatives, (2) a profitable investment for society, particularly when compared to conventional college transfer programs in community colleges, and (3) apparently less profitable an investment in Illinois than nationwide. The term "profitable" investment as used here means that the rate of return on whatever money and resources that have been invested is greater than the rate of return that is realized on typical investments elsewhere in education and in society, e.g., the rate of return on college education or the rate of return on a corporate bond. (Author)

ED 079 528 VT 020 722

International Agricultural Affairs. Terminal Report, USAID Contract/Nesa-148. November 1, 1964 to September 30, 1972.

Ohio State Univ., Columbus. Coll. of Agriculture and Home Economics.; Udaipur Univ. (India).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 72

Note—73p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Education, *Agricultural Education, *Agricultural Research Projects, Developing Nations, Educational Coordination, Inservice Teacher Education, *International Programs, Land Grant Universities, Program Descriptions, Program Evaluation, *Technical Assistance, University Administration, *University Extension

Identifiers—*India

This is the final report on the assistance to agricultural research, education, and extension organization given by The Ohio State University (OSU) to the development of the University of Udaipur in the State of Rajasthan, India. The preliminary program of 1955-1964 consisted of assigning OSU faculty members to India, providing professional training on the OSU campus in agriculture or veterinary medicine for personnel from Indian colleges and government, and furnishing needed library materials and laboratory equipment to India. The second program from November 1964 through September 1972 was specifically to help develop the Rajasthan state university along the pattern of the land-grant institutions in the United States through appropriate Rajasthan statutes and financing, adequate physical plant and staffing, and effective integration of teaching, research, and extension programs relevant to the needs of agriculture in the state. Details of the programs and of the development of the University of Udaipur are presented along with evaluation of accomplishments and recommendations for improvement. (MF)

ED 079 529 VT 020 724

Annual Evaluation Report, Fiscal Year 1972. Florida State Advisory Council on Vocational and Technical Education.

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date Nov 72

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Advisory Committees, Annual Reports, Area Vocational Schools, High Schools, Post Secondary Education, *Program Effectiveness, *Program Evaluation, *State Programs, Technical Education, *Vocational Education

Identifiers—*Florida

This report represents an effort by the Council to review the data and give recommendations for vocational education programs in Florida. Detailed are the findings, conclusions, and recommendations for the 1972 year. Objectives by which programs were evaluated included: (1) the State's goals and priorities as set forth in the State Plan, (2) the effectiveness with which people and their needs for vocational education are served, and (3) the extent to which previous Council recommendations have been implemented. Data were obtained from a variety of sources. Recommendations are based on evaluation studies done under contract by the Department of Educational Administration, Florida State University, and on public hearings, and feedback from selected counties and consultants. Summaries of the Florida State University evaluation studies, are appended. The report stresses that the findings, recommendations, and points of view stated in these summaries represent the professional judgement of the researchers and therefore not necessarily the positions of the Council. (Author/SN)

ED 079 530 VT 020 725

Miller, Herbert S.

The Closed Door: The Effect of a Criminal Record on Employment with State and Local Public Agencies.

Georgetown Univ. Law Center, Washington, D.C. Inst. of Criminal Law and Procedure.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-81-09-70-02

Pub Date Feb 72

Note—263p.

Available from—National Technical Information Service, Springfield, VA 22151

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Administrative Policy, Confidential Records, Court Litigation, *Criminals, Delinquent Rehabilitation, *Employment, *Employment Opportunities, *Employment Problems, Employment Qualifications, Federal Government, Legal Problems, State Government, Vocational Rehabilitation

Identifiers—Civil Service, *Criminal Records

This study documents the inconsistencies and inner dynamics of the administrative structure of the legal system as it operates on persons with criminal records in their attempt to find employment. Directed particularly to the administrative structure at the local, state, and national level, the investigation utilized questionnaire responses and job application data from 48 states to obtain its findings. Those major findings include: (1) A juvenile record and an arrest record not followed by conviction are substantial obstacles to employment, (2) Present annullment and expunging statutes do not remove the employment obstacles of convicted felons, (3) State civil service statutes provide no guidelines for civil service personnel to screen applicants with criminal records, (4) Job application forms frequently ask for arrest records, but do not indicate that an individual with a criminal record is eligible for hiring, (5) Civil service procedures generally act as a bar to employment for convicted persons through the setting of high educational requirements, etc., and (8) Juvenile and adult correctional officials do not inform their wards and clients of their legal status and ways to mitigate the effect of the record on job opportunities. (Author/SN)

ED 079 531 VT 020 726

Convention Proceedings Digest (Chicago, Illinois, December 1-6, 1972).

American Vocational Association, Washington, D.C.

Pub Date May 73

Note—351p.

Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order Number 54573, $2.50, quantity discounts)

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Conference Reports, *National Organizations, *Professional Associations, *Vocational Education

Identifiers—American Vocational Association

This convention digest summarizes the activities occurring during the 6-day, 1972 American Vocational Association Convention. Included are: (1) summaries of the general sessions, (2) listing of awards and citations presented during the convention, (3) minutes of the House of Delegates meeting, (4) policy regulations adopted by the House of Delegates, (5) summaries of the professional meetings of the Association's Research and Evaluation, Special and Related Programs, Supervision and Administration, and Adult, Secondary, Post-Secondary, and Teacher Education Departments, (6) summaries of the professional meetings of the Association's subject matter divisions, and (7) activities of related groups and organizations. A listing of the commercial and educational exhibitors is provided. (SB)

ED 079 532 VT 020 735

Vocational and Technical Training, 1969-70.

Statistics Canada, Ottawa (Ontario). Education Div.

Report No—Catalogue-81-209-Annual

Pub Date Dec 71

Note—140p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Colleges, Educational Research, Industrial Technology, *Industrial Training, Job Training, *Manpower Development, Post Secondary Education, Surveys, Technical Institutes, Vocational Development, *Vocational Education, Vocational High Schools, *Vocational Training Centers

Identifiers—*Canada

This document is one of a series of annual reports resulting from studies conducted to determine the status of vocational education and training in Canada. Written in English and French, the 7-section report presents explanations of the general findings obtained from surveys which examined vocational programs offered by public and privately owned institutions and industrial centers, exclusive of universities. Statistical data and detailed research findings for each are included in one of the seven section topics: (1) publicly sponsored post secondary courses, (2)

technical and composite high schools, (3) publicly operated vocational schools, (4) publicly supported vocational training programs involving private business and industry, (5) apprenticeship, (6) training of vocational teachers, and (7) training for the nursing profession. Questionnaires used to obtain data are appended. (SN)

ED 079 533 VT 020 744
Schroeder, Paul E.
The Status of Vocational Education R, D, D, and E Personnel. Final Report.
Minnesota Univ., Minneapolis.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.
Bureau No—BR-1-8132
Pub Date Mar 73
Grant—OEG-0-71-4360
Note—211p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Data Analysis, Data Collection, Diffusion, Educational Development, *Educational Researchers, Evaluation, General Education, Inservice Education, *Job Skills, *Participant Characteristics, Preservice Education, *Surveys, *Vocational Education

The objectives of this study were to: (1) identify personnel conducting research, development, diffusion, and evaluation (RDDE) activities in vocational education and related fields, (2) collect data describing them and their jobs, and (3) perform an analysis of the data to characterize the current status of vocational RDDE personnel and their activities. The major reason for conducting the study was to provide descriptive information which could be used to make decisions about RDDE activities and training programs. Questionnaire data obtained from the identified personnel showed that respondents classified themselves according to educational field as being 47.4 percent in vocational education, 18.7 percent in non-vocational education, and 31.4 percent part vocational and part non-vocational. Forty percent of the group surveyed indicated that they spent 25 percent or more of their time on RDDE activities. While no important distinctions between vocational and non-vocational groups as to job activities and skills utilized were suggested, the most significant result of the study was found in differences among research-related job functions. Detailed responses and analyses are presented in narrative and tabular form. Data from the study may be useful in developing both preservice and in-service training programs for RDDE personnel. (MF)

ED 079 534 VT 020 745
Health Manpower: An Annotated Bibliography.
American Hospital Association, Chicago, Ill.
Pub Date Mar 73
Note—57p.; Third Edition
Available from—American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611 ($2.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Career Opportunities, Educational Programs, *Health Occupations Education, *Health Personnel, Job Training, *Manpower Development, *Minority Groups, Occupational Guidance, Recruitment, Vocational Counseling, Vocational Retraining

This 2-part annotated bibliography contains references that should be useful to individuals planning health careers projects and activities, those concerned with the development of health occupations programs, and persons involved in attracting and retaining minority group representatives in the health field. The first part of the bibliography lists articles and publications on various aspects of health manpower, such as career counseling, recruitment, education, and manpower programs. The second part presents reference materials concerned with minority group employment, including references dealing with manpower policies, education, recruitment, employment, and retraining and upgrading. Entries are arranged alphabetically by title and include the author, publication information, annotation, and cost of non-periodical publications. A list of the publishers and their addresses is provided. An earlier edition of this bibliography is available as ED 070 862. (SB)

ED 079 535 VT 020 747
Morgan, Robert L., Ed. And Others
An Anthology of 15 Career Education Programs.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date 73
Note—315p.; Career Education, Volume 2
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Anthologies, *Career Education, Educational Objectives, *Educational Programs, Program Administration, *Program Descriptions, Program Evaluation

This publication contains information gained by site visitations to 15 exemplary career education programs located in rural, urban, and suburban areas of the U.S. The programs were selected because they were founded on firm philosophical bases, would be functioning in the 1972-73 school year, and were characterized by a variety of budget patterns and sources of funds, student clientele, staffing patterns, and career education curriculum design and implementation. Included in the description for each of the 15 programs is a discussion of: (1) the geographical area and school in which the program is located, (2) the goals and objectives of the program, (3) the educational program, (4) administration of the program, (5) resources available to the program, (6) interaction of the program with the community, and (7) results from any evaluations of the program. Persons to contact regarding a visitation are also listed for each of the programs. (SB)

ED 079 536 VT 020 748
Proceedings of a National Invitational Conference on Post-Secondary Career Education for State Directors of Vocational Education, Community/Junior Colleges, Adult and Continuing Education. Final Report.
Center for State and Regional Leadership, Florida.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-7-0158
Pub Date Jan 73
Grant—OEG-3-7-000158-2037
Note—166p.; Conference held in New Orleans, Louisiana, January 18-20, 1973
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Articulation (Program), *Career Education, *Conference Reports, Educational Programs, *Post Secondary Education, Program Coordination, Program Planning, State Agencies, *State Departments of Education, Student Needs, Vocational Directors

More than 90 educational leaders from 39 states, the District of Columbia, Puerto Rico, and the Trust Territories participated in a 3-day conference designed to provide a forum for presentations and discussions dealing with the issues and problems associated with the state level administration and articulation of post-secondary education. The program primarily focused upon the topics of: (1) state level coordination and articulation of post-secondary career education, (2) student needs for career education, (3) program planning in a career education context, and (4) roles and relationships of state level agencies and institutions. Among the major presentations were: (1) "A Theoretical Model for Post-Secondary Career Education with Emphasis on Student Needs" by A. DeBernardis, (2) "Post-Secondary Program Planning in a Career Education Context" by R.E. Taylor, (3) "The Roles of State Directors of Vocational and Technical Education" by F. Tuttle, and (4) "State Level Articulation of Career Education" by R. Millard. This publication contains the texts of these and other presentations, along with a summary of the group discussion sessions. (SB)

ED 079 537 VT 020 749
Stadt, Ronald W. And Others
Managing Career Education Programs.
Pub Date 73
Note—224p.
Available from—Prentice Hall Inc., Englewood Cliffs, New Jersey 07632 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Administrative Principles, *Career Education, Communication (Thought Transfer), Communication Skills, Cost Effectiveness, *Educational Accountability, Educational Objectives, Educational Programs, Information Sources, Information Systems, Leadership, *Management, Morale, Motivation, *Program Administration, Program Planning

This book contains information designed to provide career education managers with the necessary information and skills to conduct programs withstanding the evolving tests of accountability and cost-benefit analysis. Chapter 1, Objective Program Management, gives an overview of manager-worker relationships and synthesizes the thinking that lead to performance-centered management, while Chapter 2, Planning, describes various conceptual and empirical procedures that managers should follow in planning occupational programs that will achieve short-range, intermediate, long-range, and ultimate goals. An analysis of the ways of understanding leadership is provided in Chapter 3, Leadership Styles and Patterns, and information regarding two areas of competency is discussed in Chapter 4, Motivation and Morale. Chapter 5, Communications, treats concepts underlying effective communication, while Chapter 6, Information Systems and Chapter 7, Information Sources, contains data concerning information systems and examples of places where information can be obtained. (SB)

ED 079 538 VT 020 750
Verhoven, Peter J. Vinton, Dennis A.
Career Education for Leisure Occupations: Curriculum Guidelines for Recreation, Hospitality, and Tourism.
Kentucky Univ., Lexington. Curriculum in Recreation and Parks.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Dec 72
Grant—OEG-0-71-4459(357)
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Career Opportunities, Curriculum Development, *Curriculum Guides, Employment Qualifications, Hotels, *Leisure Time, Occupational Clusters, Parks, *Recreational Activities, *Service Occupations, Tourism

The guidelines suggested in this publication have been designed to assist educators in developing career education programs based on local needs and resources in the leisure career family for the occupational groups in recreation services, recreation resources, tourism, and amusement and entertainment. The basic approaches presented are applicable to all career areas. The specific focus of this guide is on adapting curriculums to integrate leisure career education into existing programs and subject matter. The document discusses the historical perspective and rationale for career education and presents an overview of the rapidly growing leisure industry, the career opportunities available, and the employment requirements for leisure occupations. Examples of incorporating the leisure career theme into curriculums of language arts, mathematics, science, social studies, and the expressive arts are provided, along with guidelines for implementing a career education program for leisure occupations. Sample job descriptions, typical goals and objectives for leisure career education, and sources of information are appended. (MF)

ED 079 539 VT 020 751
Genovese, Sandra And Others
Establishing Guidelines for Career Education K-12: A Summer Project, 1972.
Newport-Mesa Unified School District, Newport Beach, Calif.
Pub Date 72
Note—119p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, *Curriculum Development, *Developmental Programs, Elementary Grades, Job Training, Occupational Clusters, *Occupational Information, *Resource Guides, Secondary Grades, Summer Workshops, Vocational Development, Work Experience
Identifiers—*Newport Mesa Unified School District

This guide is the result of a workshop effort directed toward planning a strategy for implementing career education within the Mesa Unified School District. It was developed to assist teachers in becoming familiar with career education and acquainting them with the instructional resources available to them. Comprehensive in scope, the guide sets forth a format for the development and operation of career education

programs from kindergarten through Grade 12. In keeping with its concern with helping individuals to discover their career needs, assess their vocational potentialities, implement vocational plans of action, develop their life purposes with alternatives, and realize their career goal, this career education plan proposes the implementation of developmental programs at four levels. By level, those component programs are: (1) career and self awareness (at the elementary level), (2) career orientation exploration (at the middle school level), (3) formulation of career plans (at the early high school level), and (4) career preparation and training (at the later high school level). Career alternatives are to be emphasized at all levels. Included are: (1) suggested activities for implementing the plans, (2) announcements of books and audiovisual materials with addresses of information sources listed, and (3) a list of suggested equipment for career centers. (Author/SN)

ED 079 540 VT 020 752

Occupational Versatility. Final Report for the 3-Year Period, July, 1969 through June, 1972.

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—80p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Autoinstructional Programs, Flexible Scheduling, *Independent Study, *Industrial Arts, Instructional Innovation, Junior High Schools, Middle Schools, Occupational Guidance, *Pilot Projects, Program Evaluation, School Shops, *Self Directed Classrooms, Student Responsibility, Teacher Role, Team Teaching, Ungraded Programs

Identifiers—*Washington

Occupational versatility is an innovative approach to the teaching of industrial arts which began in the fall of 1969 in three pilot schools, two junior high (Grades 7, 8, and 9) and one middle (Grades 6, 7, and 8). The major components are a multi-experience general shop facility, team teaching, student management, a self-instructional system for learning, ungraded heterogeneous grouping, career guidance opportunities, and a non-graded approach to reporting student performance and granting course credit. Students who elect to participate in the program select their own work areas, manage their own shop activities, keep their own records, instruct themselves in procedures and equipment usage, and judge their own performance and abilities. The instructor provides guidance but the student is the director of his experiences. A notebook system is an essential feature of the program, providing operational guidance for students and also forms on which students maintain their own attendance and performance records. Evaluations of the 1970-71 and 1971-72 program operational years are included. Reactions of teachers, parents, and students have been positive and the program will be continued and extended to other schools and districts in the following school year. Shop area layouts and forms used in the program are appended. (MF)

ED 079 541 VT 020 753

Highway Safety, Manpower, and Training: A Report on Highway Safety, Manpower, and Training Needed to Implement National Highway Safety Bureau Standards.

National Safety Council, Chicago, Ill. Traffic Education and Training Committee.

Pub Date 68

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Needs, *Educational Programs, *Manpower Development, *Manpower Needs, Program Development, *Program Planning, *Safety Education, Transportation

This paper was developed by the Liaison Subcommittee of the Traffic Educational and Training Committee to: (1) delineate highway safety manpower and training problems, (2) propose activities to meet these problems, and (3) develop a proposed course of action to initate the activities. Included are: (1) a discussion of areas where manpower deficiencies and training shortages exist and reasons for these deficiencies and shortages, (2) functions that university highway safety centers can perform in improving highway safety, (3) a delineation of the types of training programs and people to be trained, (4) considerations in establishing a training program, including problems, needs, and supportive and primary responsibilities, and (5) a recommended plan for providing trained highway safety manpower. (SB)

ED 079 542 VT 020 755

Examination of Patterns of Career Training by Levels for Program and Population Duplication in Illinois.

Arnold (Walter M.) Associates, Inc., Arlington, Va.

Spons Agency—Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date Dec 72

Note—98p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, Area Vocational Schools, *Articulation (Program), Community Colleges, Curriculum Research, Demography, Post Secondary Education, *Program Evaluation, *Relevance (Education), Secondary Education, *State Surveys, Statewide Planning, *Vocational Education

Identifiers—*Illinois

This 4-section report documents the findings of a study for the Illinois Advisory Council to identify the merits as well as the deficiencies in the use of facilities and resources in the State's vocational education programs. Data were obtained through on-site visits to schools and vocational centers in the State, interviews with state and local vocational personnel, school personnel, and students enrolled in programs, and reports submitted by local districts and the State vocational agency. Presented by section are: (1) a summary of the study arranged in question and answer form, (2) an account of the current status of the statewide program with detailed findings produced from on-site visits, (3) a detailed explanation of the findings from analysis of economic and manpower resources and demands in Illinois, and (4) a suggested statewide plan for organizational ad systematic operation of area vocational centers and regional administrative units. (Author/SN)

ED 079 543 VT 020 756

Harwood, R. Frank

Business Occupational Profiles in an Agricultural Economy. An Investigation to Determine the Knowledge, Skills, and Attitudes Essential to Satisfactory Performance at the Job Entry Level as Office and Administrative or Management Trainee Personnel in Rural-Urban Areas.

Mississippi Univ., University. School of Business Administration.

Spons Agency—Memphis State Univ., Tenn. Center for Manpower Studies.; Mississippi Univ., University. Center for Manpower Studies.

Pub Date 16 May 73

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Business Education, *Business Skills, *Curriculum Design, Employment Qualifications, Job Analysis, *Job Skills, *Occupational Surveys

To aid the development of criteria to guide high school curriculum planners and teachers, data for 160 jobs covering six different positions with 112 employers were gathered in 428 executive-employee-supervisor interviews in a 21-county area in northern Mississippi. Based on an analyses of the activities and duties of the six positions according to functional categories and in terms of basic knowledge, skills, and understanding, these conclusions were made: (1) There is a need to know how to cope with business operational problems that affect and concern employees and customers, (2) In all the beginning and trainee positions, there is a need to know something of the importance of and how to provide information essential to the financial records, including data relevant to cost controls and tax reports, (3) It is advantageous to have a marketing orientation to facilitate an understanding of the importance of sales and their essential supporting services, and (4) Communicative, calculating-checking-verifying and recording skills were needed for all the positions studied. (SB)

ED 079 544 VT 020 757

Rathbun, Donald L.

State Legislation for Vocational, Technical, Adult, Manpower, and Career Education: Curriculum and Program Implications. Final Report.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Mar 73

Grant—OEG-0-72-4846

Note—158p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adult Education, Career Education, Curriculum Development, Developmental Programs, *Educational Legislation, *Feasibility Studies, Manpower Development, Program Development, *State Legislation, Vocational Education

This study was conducted to determine the feasibility of investigating State legislation pertaining to vocational, technical, adult, manpower, and career education and its impact on curriculums and programs. Computer search methodology was utilized to identify relevant laws in five states: Maryland, Ohio, Texas, Utah, and Virginia. Analysis of these laws indicated a wide variation of legislation among the study States. There appears to be a growing need to develop a more definitive legal basis for program and curriculum development in education. No State has comprehensive legislation. Few States have the incentive to undertake a study of the problems, analyze their legislation, and design a comprehensive coverage of appropriate legislation. It was recommended that the study results proving the feasibility of such an investigation be considered a guide and foundation for a larger effort culminating in the final design and development of a State legislation model that will provide the authority, direction, and support of curriculum and program development in adult, vocational, technical, manpower, and career education. Statute categorization forms, cross-reference matrix of identified State statutes, definitions of the major purposes for which laws have been enacted, and evaluation criteria are appended. (MF)

ED 079 545 VT 020 776

Annual Evaluation Report, FY 1972. Illinois State Advisory Council on Vocational Education.

Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date Dec 72

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Advisory Committees, Annual Reports, Area Vocational Schools, *Educational Accountability, High Schools, Program Effectiveness, *Program Evaluation, *Vocational Education

Identifiers—*Illinois

Summarized in this document are the investigative findings and recommendations of the Illinois Advisory Council regarding the status of vocational and technical education in the State. Programmatic concerns assessed were: (1) budgeting and fundings, (2) secondary area vocational centers, especially those in the Chicago area, (3) the State's evaluation system, (4) programs in occupational and career education and programs for the handicapped, (5) research and curriculum development efforts, (6) minority staffing, (7) private vocational schools, (8) professional development and certification, (9) the status of women within the state. Data were obtained from observations and discussions with lay people and educational personnel, previous studies by the Council, and feedback from federal, state, and local vocational education agencies. Findings revealed that: (1) Over 650 independent local school districts operate programs by their own guidelines, (2) A lack of accountability in fund appropriations exist, (3) Career Education in the elementary schools continues to be very strong, (4) Most vocational programs are not well equipped to service the handicapped, (5) The degree of certification among vocational teachers tends to be questionable, and (6) There exist inequities in minority staffing and female enrollment in vocational programs. (SN)

ED 079 546 VT 020 793
Lynn, James J.
Preparing for Public Service Occupations: Educational Services. Career Education Curriculum Guide.
California State Dept. of Education, Sacramento. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.
Pub Date Sep 73
Grant—OEG-0-71-4780(357)
Note—155p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, Course Content, *Curriculum Guides, Disadvantaged Youth, *Government Employees, Human Development, Instructional Materials, Language Arts, Learning Processes, *Public Service Occupations, Student Testing, *Teacher Aides, Teaching Methods
This curriculum guide, one of a series developed to assist those involved in implementing career education programs concerned with public service occupations, contains the basic instructional material recommended for the area of educational services preparation. The units described are: (1) human growth and development, (2) how people learn, (3) the disadvantaged student, (4) instructional methods, (5) basic skills in the language arts, (6) educational techniques and materials, and (7) testing and evaluation. The guide offers suggestions for course content, teaching materials, and instructional objectives as well as teacher and student activities helpful in preparing individuals for educational entry-level positions in public service occupations. Related documents are available in this issue as VT 020 794-VT 020 796 and VT 020 856. (Author/MF)

ED 079 547 VT 020 794
Lynn, James J.
Preparing for Public Service Occupations: Common Core. Career Education Curriculum Guide.
California State Dept. of Education, Sacramento. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.
Pub Date Sep 73
Grant—OEG-0-71-4780(357)
Note—193p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, Communication Skills, *Core Courses, Course Content, *Curriculum Guides, Decision Making Skills, Government Employees, *Human Services, Instructional Materials, Interpersonal Competence, Job Application, *Public Service Occupations, Recordkeeping
The Common Core Career Education Curriculum Guide is one of a series developed to assist those involved in implementing career education programs concerned with public service occupations. The basic instructional material recommended for all areas of public service preparation is presented for nine units: (1) oral communications, (2) written communications, (3) basic report writing, (4) basic record keeping, (5) good grooming, (6) relationships with other people, (7) interviewing skills, (8) applying for public service jobs, and (9) techniques of decision making. The guide offers suggestions for course content, teaching materials, and instructional objectives, as well as teacher and student activities helpful in preparing individuals for entry-level positions in public service occupations. Related documents are available in this issue as VT 020 856, VT 020 793, VT 020 795, and VT 020 796. (Author/MF)

ED 079 548 VT 020 795
Lynn, James J.
Preparing for Public Service Occupations: Social and Economic Services. Career Education Curriculum Guide.
California State Dept. of Education, Sacramento. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.
Pub Date Sep 73
Grant—OEG-0-71-4780(357)
Note—124p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavior Development, *Career Education, Community Organizations, Course Content, Cross Cultural Training, *Curriculum Guides, *Government Employees, Group Behavior, Instructional Materials, Interaction Process Analysis, Interpersonal Competence, *Public Service Occupations, *Social Services, Welfare Services
This curriculum guide, one of a series developed to assist those involved in implementing career education programs concerned with public service occupations, contains the basic instructional material recommended for the area of social and economic services preparation. The units described are: (1) social service agencies and programs, (2) why people behave as they do, (3) how groups behave, (4) working with community organizations and groups, (5) individual assistance skills, (6) influences on people, and (7) cross-cultural skills. The guide offers suggestions for course content, teaching materials, and instructional pbjectives as well as teacher and student activities helpful in preparing individuals for social and economic service entry-level positions in public service occupations. Related documents are available in this issue as VT 020 793, VT 020 794, VT 020 796, and VT 020 856. (Author/MF)

ED 079 549 VT 020 796
Lynn, James J.
Preparing for Public Service Occupations: Public Safety, Corrections, and Judicial Services. Career Education Curriculum Guide.
California State Dept. of Education, Sacramento. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.
Pub Date Sep 73
Grant—OEG-0-71-4780(357)
Note—119p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, Course Content, Court Role, *Curriculum Guides, Delinquency Prevention, *Government Employees, Instructional Materials, Investigations, *Law Enforcement, Police Action, *Public Service Occupations, Traffic Control
This curriculum guide, one of a series developed to assist those involved in implementing career education programs concerned with public service occupations, contains the basic instructional material recommended for the area of public safety, correction, and judicial services preparations. It consists of six units: (1) organization and operation of police departments, (2) basic elements and issues in administration of justice, (3) preventive patrol techniques, (4) investigative techniques, (5) traffic direction and control, and (6) delinquency prevention and control. The guide offers suggestions for course content, teaching materials, and instructional objectives as well as teacher and student activities helpful in preparing individuals for entry-level positions in public safety occupations. Related documents are available in this issue as VT 020 856 and VT 020 793-VT 020 795. (Author/MF)

ED 079 550 VT 020 828
A Master Plan for the Development of Vocational-Technical Education In New Mexico.
Sterling Inst., Washington, D.C.
Spons Agency—Economic Development Administration (DOC), Washington, D.C.
Pub Date Sep 69
Note—142p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Planning, Financial Needs, Industry, *Master Plans, Planning (Facilities), Program Planning, *State Programs, State Surveys, *Statewide Planning, Technical Education, *Vocational Education
Identifiers—*New Mexico
This master plan for vocational education in New Mexico is the result of a study conducted by professional education consultants. The following areas were examined during the study: (1) New Mexico's present manpower problems, (2) market trends of future industrial potential, (3) state resources capable of attracting new industry, (4) adequacy of existing programs and facilities in vocational education, (5) construction needs, and (6) financing. In response to the expected needs of both students and industry, the consultant recommended an emphasis on "basic learning skills" rather than on subject matter. Other recommendations include: (1) the establishment of a state-level occupational readiness group to help extend the short supply of guidance services throughout the State, (2) new installations to serve large areas and provide for possible post-secondary programs, and (3) state operational and financial responsibility for vocational education. (KH)

ED 079 551 VT 020 855
Ely, Ron H.
Performance-Based Professional Education Inservice Needs of Secondary Level Occupational Teachers in New York State.
State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.
Spons Agency—New York State Education Dept., Albany. Office of Occupational Education.
Pub Date Jun 73
Note—293p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Doctoral Theses, *Educational Needs, Educational Research, *Inservice Education, *Performance Based Teacher Education, Secondary Grades, *Teaching Skills, Vocational Education, *Vocational Education Teachers
Identifiers—New York State
To identify the performance-based professional education needs of secondary level occupational teachers in New York State, an instrument composed of 365 performance behaviors organized into 57 clusters was mailed to 677 teachers representing six vocational education service areas and to 70 occupational supervisors. Usable returns from 515 teachers and 64 supervisors revealed that: (1) The teachers perceive some professional competencies (performance elements) as being very important in fulfilling their professional role while other professional competencies are perceived as unimportant, (2) There is a substantial overlap in the importance attached to professional competencies by the teachers, (3) The teachers in the six service areas perceive their performance at similar levels, (4) The level of teacher-supervisor agreement fluctuates widely between clusters, (5) There is little difference in the perceived inservice needs of occupational teachers in New York State, and (6) Professional education inservice programs are urgently needed. A sample survey instrument is appended. (SB)

ED 079 552 VT 020 856
Orientation to Public Service Occupations: Career Education Curriculum Guide.
California State Dept. of Education, Sacramento. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.
Pub Date Nov 72
Grant—OEG-0-71-4780(357)
Note—354p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Career Education, Career Ladders, Career Opportunities, Community Services, Course Content, Course Objectives, *Curriculum Guides, Employment Qualifications, *Government Employees, Human Services, Instructional Materials, Learning Activities, Occupational Clusters, Occupational Information, *Orientation Materials, *Public Service Occupations
Identifiers—Program Implementation
The material contained in this curriculum guide is designed to help students, counselors, and teachers cover the career options available in the public services field. It is based on the premise that career choice in public service should be done with an accurate understanding of the field based on careful study and sustained effort over a period of time. The major occupational groups and the major job families in each group are delineated as: (1) government agency management, (2) aocial and economic services, (3) educational services, (4) resources management, (5) urban, rural, and community development, (6) public safety, corrections, and judicial services, (7) regulatory services and records, and (8) transportation management. Sections of the guide contain information on the nature of the occupa-

tional groups, the types of work performed, the qualifications and preparation needed, the activities engaged in, career lattices, and employment prospects. Each section includes appropriate instructional objectives, content, student learning activities, teacher management activities, and instructional resources. With the primary objective of learning by doing, teacher activities tend to facilitate the management of learning situations rather than dictating activities. The guide was prepared as a tool for the teacher to use in implementing a career education program. Related documents are available in this issue as VT 020 793-VT 020 796. (Author/MF)

ED 079 553 VT 020 859
Koenig, John H.
A Model Plan for a Career Education Curriculum Laboratory. Final Report.
Fairleigh Dickinson Univ., Rutherford, N.J.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.
Pub Date Jan 73
Contract—OEC-0-72-0558
Note—223p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Career Education, *Curriculum Development, Facility Requirements, *Guidelines, Inservice Education, *Laboratories, Laboratory Equipment, *Models, Personnel, Program Costs
To develop a model plan for a career education curriculum laboratory, a 2-phase study was conducted with phase one concentrating upon the state-of-the-art of curriculum development in Vocational Education Curriculum Laboratories and the production, nationally, of vocational instructional materials, and phase two starting with the study of the current concepts of career. Data were collected from the directors of Vocational Education Curriculum Laboratories in 17 states and from executive officers of the State Board for Vocational Education and state directors of vocational education of the 50 states, Puerto Rico, District of Columbia, and the Trust Territory. Additional information was obtained from on-site visitations to eight laboratories throughout the nation. Data and information collected during phase one were utilized in conjunction with phase two to develop a model career education curriculum laboratory. The model laboratory consists of guidelines pertaining to: (1) selection of participants who will draft administrative policies for the laboratory, (2) purposes of laboratory operations, (3) location of laboratory, (4) selection of participants who will set curriculum development priorities, (5) curriculum development components, (6) inservice teacher education, (7) laboratory staffing, (8) laboratory size, (9) laboratory equipment, and (10) operating costs. (Author/SB)

ED 079 554 VT 020 862
High, Sidney C., Jr., Comp. Hall, Linda, Comp.
Bibliography on Career Education.
Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.
Pub Date May 73
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, *Career Education, Government Publications, *Information Sources, Periodicals, *Reference Materials
Identifiers—Educational Resources Information Center, ERIC
This bibliography on career education would be useful to those interested in learning about both the career education concept and some of the emerging techniques for implementing career education programs. The bibliography is divided into four sections, including: (1) a listing of 144 selected references on the career education concept, (2) a listing of over 700 documents related to the career education concept or to various components and aspects of career education, (3) a listing of 84 journal articles dealing with the career education concept and some of its component parts, and (4) a listing of seven information sources from which a continuing flow of career education information can be obtained in the future. Entries are arranged alphabetically by author or title and include publication information, and availability. Instructions for ordering documents available through the Education Resources Information Center (ERIC) System are included. An earlier edition of this bibliography is available as ED 070 822. (SB)

ED 079 555 VT 020 863
Brockmann, L. O.
Cooperative Work Experience Education--A Study in Success: Twenty-Six to Forty Years Later.
Pub Date 72
Note—108p.
Available from—Titan Bookstore, California State University, Fullerton, CA 92634 ($4.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cooperative Education, Employer Employee Relationship, Employment, Followup Studies, *Graduate Surveys, Income, Occupational Choice, *Program Effectiveness, *Program Evaluation, Success Factors, *Work Experience
This study was undertaken to provide an analysis of the reactions of students toward a cooperative work experience education program 26 to 40 years later. Major emphasis was placed on topics such as vocational choice, getting and holding a job, human relations, citizenship education, related instruction, education beyond high school, jobs held since graduation, armed services participation, and income range. Data from 423 respondents (approximately 75 percent) revealed that: (1) The greatest value of the program was in human relations, especially employer-employee relations and the development of personality and poise, (2) In assisting the participants make a vocational choice, the program ranged from somewhat to extremely helpful in 73.7 to 92.3 percent of the situations, (3) Employment stability was average or better, with approximately 60 percent remaining in the same field for which they had been trained, (4) In the area of getting and holding a job, the program was somewhat to extremely helpful in 64.8 to 94.3 percent of the situations, and (5) The salaries earned by the former students were modest, with 10.9 percent earning over $20,000 per year. A sample survey instrument is appended. (SB)

ED 079 556 VT 020 864
O'Neill, V. Jerome
Resource Manual for Career Development for Students, Teachers, and Counselors in the Chicago Public Schools.
Chicago Board of Education, Ill.
Pub Date 72
Note—451p.; 5th Edition
Available from—Board of Education of the City of Chicago, 228 N. LaSalle St., Chicago, IL 60601 ($2.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Career Ladders, *Career Opportunities, Career Planning, Directories, Elementary Grades, *Manuals, *Occupational Information, *Resource Materials, Secondary Grades, *Vocational Development, Vocational Interests
Identifiers—*Chicago Public Schools
This document is intended as a resource for upper elementary and high school students, elementary and secondary teachers, counselors, student personnel officers, and parents who desire to explore the world of work. Encyclopedic in nature with a series of individual articles and announcements of sources, the guide is organized into two distinct sections. Part One focuses on vocational theories, career ladders, employment outlook, employment appraisal, sources, and preparation, current high school curricular and cooperative education programs, and post secondary education and training programs. Part Two is composed of directories of high school and training extension programs, technical and trade programs, and pre-professional and professional education programs. (Author/SN)

ED 079 557 VT 020 902
Ladewig, Howard W. Edmondson, Vance W.
The Effectiveness of Nonprofessionals in Cooperative Extension Education for Low-Income Farmers. An Interim Evaluation.
Texas A and M Univ., College Station.
Spons Agency—Department of Agriculture, Washington, D. C. Extension Service.
Report No—B-1122
Pub Date 72
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Production, Cooperative Programs, Economic Development, Extension Agents, *Extension Education, *Farmers, Low Income Groups, Nonprofessional Personnel, Participant Satisfaction, Pilot Projects, *Program Evaluation, *Rural Extension, Social Development
Identifiers—*Texas
This is an interim evaluation of a pilot program which utilized local farmers as program aides in cooperative extension education for small-farm operators. Specific objectives of this study were to determine the effectiveness of program aides in extension education in developing further the capacity of small-farm operators to take advantage of income opportunities available to them, and to identify activities performed by county extension staffs in support of program aides which could influence the socioeconomic development of small-farm operators in the pilot program. It was concluded that program aides helped to strengthen perceptions of most participants in the program and also played a major role in helping applicants apply for home improvement loans. The program was primarily production-oriented and increases in farm incomes for participants in four counties were much more than the added program cost in those counties. However, in some other counties little progress could be made. Recommendations for program improvements are included in this interim evaluation. (MF)

ED 079 558 VT 020 915
Copa, George And Others
Individual Demand for Vocational Education: Structure and Determination.
Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
Pub Date Feb 73
Note—133p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Data Collection, *Educational Demand, Guidelines, Manpower Needs, Methodology, Pilot Projects, *Predictive Validity, *Questionnaires, *Sampling, *Vocational Education
Identifiers—*Minnesota
The objectives of this study were to: (1) develop a rationale and structure for quantifying individual demands of people for vocational education, (2) demonstrate a method of quantifying these demands, and (3) develop a set of guidelines for administratores at State and local levels for determining individual demand for vocational education. Alternative data collection procedures were developed and tested on a pilot basis. The design for the pilot tests is presented in detail, including the area chosen, statistical population, sampling procedures, questions to be asked, and how the questions were to be asked. Results of the pilot test allowed conclusions about the validity and reliability of the data as well as the effectiveness of the procedures. On the basis of the conclusions from the test, recommendations are presented in the form of a guide for use by local education agencies or State departments of education in conducting a determination of individual demand for vocational education. (MF)

ED 079 559 VT 020 917
JEEP Program (Job Entry Employment Preparation).
Pittsburgh Public Schools, Pa. Occupational, Vocational, and Technical Div.
Pub Date Jan 72
Note—188p.; Revision of September, 1968 Edition
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, *City Wide Programs, Comprehensive Programs, *Educational Programs, Instructional Materials, Job Market, *Occupational Information, *Teaching Guides
Identifiers—*Pittsburgh Public Schools
This document contains both teaching suggestions and samples of instructional materials used in the Pittsburgh public schools' career education program at all levels. Suggested units of instruction include such topics as the Pittsburgh job market, social security cards, job interviews, wage and benefit laws, labor organizations, and consumer economics. Each unit offers possible classroom activities directed toward a specific behavioral objective and a listing of human and material resources. Appendixes include information on employment in the Pittsburgh area, work-

ing papers from the area office of student employment, various tests for job skills, a transportation schedule, and a listing of local postsecondary education programs. (KH)

ED 079 560 VT 020 918

Emery, Dani O'Donnell, Lynn

Handbook for Manpower Planners, Part 1. Census Use Study.

Bureau of the Census (DOC), Suitland, Md.; Manpower Administration (DOL), Washington, D.C.

Pub Date 73

Note—108p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Census Figures, Data Analysis, Data Collection, *Information Utilization, *Manpower Needs, *Program Planning, *Tables (Data)

This handbook is the first of two volumes designed to assist manpower planners in the use of data from the 1970 Decennial Census of Population and Housing. Intended to facilitate data gathering, improve the quality of analysis, and provide suggestions for identifying community needs, the handbook attempts to break down the mass of available census data into usable patterns. Information on population by race, ethnic group, sex, and age, selected target groups, educational attainment, employment status, income level, and occupational are provided in simple tables. A minimum data table gives the planner most of the information necessary to begin area comparisons. The "Manpower Indicators" section of the handbook contains several suggested tabulations which include national figures as well as sources for state figures. Other aids to the use of the census data are included with a comment sheet for feedback from users of the handbook. (KH)

ED 079 561 VT 020 941

Summary Data: Vocational Education, Fiscal Year 1972.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Report No—Voc-Ed-Info-1

Pub Date May 73

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annual Reports, Educational Programs, Expenditures, Inservice Teacher Education, *School Demography, *School Statistics, State Federal Aid, *State Programs, Statistical Data, Student Enrollment, Teacher Employment, *Vocational Education

This report contains summary data from fiscal year 1972 annual reports submitted by the States in the administration of vocational education. The data include statistics relating to expenditures, enrollments, program completions, teacher employment, and teacher training. Expenditure data are subject to audit and are to be considered provisional. Data presented include vocational education enrollments by program and by level, number of teachers in vocational education programs and number enrolled in teacher training programs, vocational education expenditures by program and by source of funds, and student enrollments by program, race/ethnic group, and geographic location. (MF)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — ED 013 371

Ability Grouping

Testing and Tracking: Bias in the Classroom. Inequality in Education, Number 14, July 1973. ED 079 449

Ability Identification

Western Regional Conference on Testing Problems (7th, Los Angeles, California, March 14, 1958). Testing for the Discovery and Development of Human Talent. ED 079 420

Abortions

Modern Value Orientations and Attitudes of Southern Ohio's Rural Youths Toward Abortion and Ohio's Law Concerning Abortion. ED 079 001

Abstracts

Abstractors Manual. Fourth Edition. ED 078 606

Abstracts of Research Papers 1973. ED 079 286

Bibliography: Home-Based Child Development Program Resources. ED 078 925

Early Childhood Education: A Selected, Annotated Bibliography. ED 078 942

Gifted Talented: A General Reading List; A Selective Bibliography. Exceptional Child Bibliography Series No. 636. ED 078 614

Post-Secondary Cooperative Education Abstracts. ED 079 475

Summaries of Research Studies in Agricultural Education Southern Region, 1971-72. ED 079 472

Academic Ability

Learning Booth Performance: A Measure of Basic Learning Ability? ED 078 900

Academic Achievement

1972-73 Illinois Statewide High School Testing Program School Norms. ED 079 426

Academic Achievement and Selected Characteristics of Single Undergraduates at the University of Virginia, 1968-69. ED 078 791

Accountability in Education: Implications for Guidance Workers. ED 079 335

Advanced Degree Output and Productivity in the South, 1965-66 and 1968-69. ED 078 737

Behavior Patterns of Mildly Retarded Children in Open Classrooms. ED 078 625

A Comparative Study of the Effects of Prior Knowledge of Performance Objectives on Cognitive Learning Outcomes in the Instruction of TCCP Physical Science. ED 079 110

A Comparison of Different Types of Transparencies for Effective Learning in the Biological Sciences at the College Level. ED 079 087//

The Duke University Summer Transitional Program. ED 078 777

The Earmarks of College Success: A Causal-Comparative Study. ED 078 756

Equivalence of Grades in Multisection Courses. ED 078 775

Evaluating an Alternative to "Junior Kindergartens": Research on Four-Year-Olds Who Enrolled in Regular Classes in York County, 1969-72. ED 078 946

Evaluating and Reporting Pupil Progress. What Research Says to the Teacher Series. No. 7. ED 079 240

Extended Day-Care Attendance and First Grade School Performance. ED 078 947

The Impact of Resource Room Instruction on Academic Achievement of L/LD Students. ED 078 611

Placement and Proficiency System and the CLEP Addition. ED 078 733

Policies and Procedures for Granting Advanced Standing. ED 078 805

Predicting Success in Graduate Education. ED 079 365

The Relationship of Science Vocabulary Reading, General Reading, Intelligence and Social Residence of Selected Fifth Grade Students. ED 079 093//

Student Evaluation -- Parent Report Cambridge Junior High School, Cambridge, Minnesota. ED 079 355

A Study of the Effects of Verbal and Adjunct Pictorial Information in Science Instruction. ED 079 065//

A Study of the Relationship Between Teacher-Pupil Verbal Interaction and Pupil Achievement in Elementary School Science. ED 079 035//

Academic Aspiration

Advanced Degree Output and Productivity in the South, 1965-66 and 1968-69. ED 078 737

The Relationship Between Black Mothers' Attitudes Toward Sex Roles and Their Educational Aspirations and Expectations for Their Daughters. ED 078 996

Some Eclectic Considerations Regarding Student Expectations. ED 079 000

Academic Education

Case Studies in Practical Career Guidance, Number 6: Coordinated Vocational and Academic Education North Gwinnett High School, Suwanee, Georgia. ED 078 335

Academic Freedom

School Board Policies on Academic Freedom. Educational Policy Development Kit. ED 078 558

Academic Performance

An Accountability Design for School Systems. ED 079 413

Analysis of Bachelor Degree Recipients in the School of Nursing, University Of Virginia, 1970: A Second Report. ED 078 789

Development and Analysis of 18 Experimental Objectives-Based Measures Administered in 1972. ED 079 397

Formation of Teachers' Expectations of First Grade Student's Academic Performance. ED 078 902

An Investigation of the Effectiveness of Formative Evaluation and Remediation in Achieving Mastery of Intellectual Skills. ED 079 061

Academic Standards

Teacher Standards and Practices Commissions. A Directory. ED 079 236

Accident Prevention

Sports Safety. Accident Prevention and Injury Control in Physical Education, Athletics, and Recreation. ED 079 293

Acculturation

A Nation of Immigrants. Social Studies. 6416.17. ED 079 226

Achievement

An Investigation of Relationships Among Achievement, Perception of Teacher Style, and

Cognitive Preferences of Students in Tenth Grade Biology.
ED 079 091//
Mathematical Problem-Solving's Mathelation Component Related to Achievement, Attitude, Critical Thinking in Prospective Elementary Teachers.
ED 079 081//
School Readiness and Achievement of Crow Indian Children, First Through Fourth Grades, at Pryor, Montana.
ED 079 004//

Achievement Gains
Sensitivity and Validity of Learning Potential Measurement in Three Levels of Ability.
ED 079 373

Achievement Rating
New Skins for New Wine.
ED 079 380
Where the Colleges Rank.
ED 078 744

Achievement Tests
1973-74 Illinois Statewide Aptitude High School Testing Program Statewide Norms: Academic Aptitude-Social Studies-Science-English-Mathematics-Functional Reports.
ED 079 424
Aptitude, Intelligence, and Achievement.
ED 079 344
The Development of New Measures of Cognitive Variables in Elementary School Children (Phase II). Final Report.
ED 078 888
Georgia Statewide Testing Program Results 1972-73: 8th Grade Schools Category Report.
ED 079 403
Georgia Statewide Testing Program Results 1972-73: 11th Grade Schools Category Report.
ED 079 404
Georgia Statewide Testing Program Results 1972-73: Systems Category Report.
ED 079 405
Georgia Statewide Testing Program Results 1972-73: 4th Grade Schools Category Report.
ED 079 406
Heredity, Environment, and Class or Ethnic Differences.
ED 079 329
Materials and Procedures for Assessing Learner Needs in Colorado. Technical Report.
ED 079 407
Relations Between Cognitive Abilities and Concept Attainment.
ED 079 328
Summary Report of Minimum Testing Program 1970-1971. Evaluation Report No. 80.
ED 079 408

Activities
Supplementary Projects and Activities for Wisconsin Native Americans.
ED 078 987

Addition
Scalability of Tasks: A Methodological Study of Conservation on a Set of Equal Addition Tasks.
ED 078 901

Adjustment Problems
Re-Entry into Community Opportunities, Vocations, Education and Recreation (RECOVER). Final Report.
ED 078 244

Administration
Exceptional Children Conference Papers: Administration in Special Education.
ED 078 630

Administrative Organization
An Overview of ECCO (Episodic Communication Channels in Organization) Methodology.
ED 078 488
World Survey of Education, V: Educational Policy, Legislation and Administration.
ED 078 534//

Administrative Personnel
26th Biennial Salary and Staff Survey of Public-School Professional Personnel, 1972-73.
ED 078 600
How Can We Make the Administrative Team Concept Come Alive?
ED 078 495
The Practice of Organization Development.
ED 078 277
President-Board Relationships: Building a Bridge of Communication.
ED 078 827
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ED 078 734
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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through September 1973 issues of *Research in Education (RIE)*:

ADMISSIONS COUNSELORS 380

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

AIR INFLATED STRUCTURES 210
SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210
SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

Alternative Futures
USE FUTURES (OF SOCIETY)

ALTERNATIVE SCHOOLS 470
SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g. student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040
SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greeland.

ANEMIA 250
UF Iron Deficiency Anemia
Sickle Cell Anemia

ARTIFICIAL LANGUAGES 300
SN Languages created for international communication, e.g., Esperanto and Interlingua.
UF Constructed Languages

ASIAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development
USE VOCATIONAL DEVELOPMENT

CASTE 490
SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310
SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUBANS 380

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.
UF Critical Scores

DECODING (READING) 440
SN Assimilation of meaning from written language by trial and error process of grapho-phonic, semantic, and syntactic analyses.

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060
SN Cue response to color, form, or size

Diplomacy
USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260
SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

EDITING 080
SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
UF Copyediting

EDITORIALS 050

EDUCATIONAL ANTHROPOLOGY 480
SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EXTERNAL DEGREE PROGRAMS 140
UF Extended University
Open University
University Without Walls

FAST TRACK SCHEDULING 020
SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210
SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Future Studies
USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480
UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism
USE FUTURES (OF SOCIETY)

Futuristics
USE FUTURES (OF SOCIETY)

Futurology
USE FUTURES (OF SOCIETY)

HUMANIZATION 490
SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
UF Dehumanization

HYBRID AIR STRUCTURES 210
SN Air structures (either air cushions or frame-stabilized structures) which

combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290
SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

Internation Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Iron Deficiency Anemia
USE ANEMIA

ITEM BANKS 520
SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

LAYOUT (PUBLICATIONS) 030
UF Format (publications)

LEAD POISONING 250

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420
SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

MATRICES 340

MECHANICS (PHYSICS) 400
SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220

MEXICANS 380
SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy
USE FOREIGN POLICY

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130
SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190
SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences.

NONFORMAL EDUCATION 140
SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380
SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
UF Off Reservation American Indians

OBSERVATIONAL LEARNING 310
SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning

OPEN EDUCATION 140
UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020
SN The application of behavorial technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

PARANOID BEHAVIOR 420
SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140
SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480
UF International Peace
World Peace

PEER COUNSELING 090
SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PHONEME GRAPHEME CORRESPONDENCE 290
SN Relationship between speech sound (phoneme) and written symbol (grapheme).
UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PLANNING (FACILITIES) 020
UF Facilities Planning

PNEUMATIC FORMS 210
SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380

PROPERTY TAXES 230
UF Ad Valorem Tax

PUNISHMENT 310

PUPPETRY 030
UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210
UF Nonpermanent Facilities

REVENUE SHARING 220
SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—include functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480
SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420
SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190
SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units
USE METRIC SYSTEM

Sickle Cell Anemia
USE ANEMIA

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STUDENT RESPONSIBILITY 040

TEACHER DISCIPLINE 020
SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020

TIMEOUT 420
SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TREATIES 230
SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470
SN Colleges offering junior, senior, and graduate level courses.

Valence (Lanugage)
USE SYNTAX

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

WAR 480
UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS STUDIES 110
SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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